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The Impact of Online Learning on Teachers' Anxiety Levels in the Offline Period (Results of a Survey of PAUD Teachers in Banjarbaru City, South Kalimantan)

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The Impact of Online Learning on Teachers' Anxiety Levels in the Offline Period (Results of a Survey of PAUD Teachers in Banjarbaru City, South Kalimantan)

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Abstract : This study aims to consider the impact of the pandemic on the teaching-learning process from the perspective of Early Childhood Education (PAUD) teachers. Not many studies have examined the effects of the pandemic on the teaching process with children, even at the PAUD level. This paper aims to gain a deeper understanding of the realization of the teaching and learning process during an emergency due to Covid-19 in Banjarbaru City, which came as a consequence of an unfavorable epidemiological situation. Teachers, children, and parents are recognized in this paper as the main determinants of the quality of education. The results of the attitude assessment of 40 teachers in the city of Banjarbaru there are important aspects of the educational process during an emergency. The data takes place, based on the results obtained, it can be concluded that the level of adaptability of teachers is considered capable enough to deal with new situations and is decreasing as it continues to extended. face-to-face learning emergency. The results explain a high positive attitude in terms of cooperation between teachers and parents, which indicates that there is a lot of room to improve the quality of education in the future through blended learning..

Keywords: Impact, education, children, Covid-19, Banjarbaru

INTRODUCTION

The current poor epidemiological condition produced by Covid-19 makes all of us to pause in our efforts to progress, putting our personal and professional movements in numerous domains, including education, to the test.¹

Indonesia has been in a state of emergency for a few months and has been in effect since 2020. Not to mention what happened in Banjarbaru, where the Implementation of Community Activity Restrictions took place from July 15 to August 6, 2021, and may continue. All elementary, medium,

¹ Margaretha Audrey Stefani Cahya, "New Normal: How School Operation and Learning Changes in a Pandemic" (PhD Thesis, University of Arkansas, 2021); Azam Raoofi et al., "COVID-19 Pandemic and Comparative Health Policy Learning in Iran," *Archives of Iranian Medicine* 23, no. 4 (2020): 221; Steve Alsop and Larry Bencze, "Reimagining Science and Technology Education in the COVID-19 Portal," *Journal for Activist Science and Technology Education* 11, no. 2 (2020): 12.

and even higher education schools were forced to close due to the Indonesian government's considerations through the Education office or the Ministry of Education. Then use online learning / online learning ². Although some locations continue to provide face-to-face instruction, they do so while adhering to the health guidelines established by the local government. Social distance is established in conjunction with the closure of kindergartens (TK), and is followed by regular or limited study hours ³. The duration of isolation, fear of infection, feelings of annoyance and boredom, inadequate resources, and inadequate information, according to a study titled the psychological influence of quarantine on individuals, could trigger strength during This state of emergency also creates a situation where educational work is at jeopardy. In this instance, the instructor will have a shifting function, one that will necessitate increasing flexibility to adjust to changing circumstances, online communication with parents and children, and online practice of educational activities. This issue may not have a big impact on secondary and higher education, but it does affect early childhood and elementary school.⁴

Due to the negative epidemiological environment and a lack of proper preparation, analysis, and adaptation in advance, changes in the educational system are not evident. The facts show that teachers play an important role in shaping the character of children at an early age, with data from several Indonesian schools indicating that 65 percent of parents and guardians of children under the age of ten are always in contact with teachers, and 35 percent do so on a regular basis.⁵

The importance of this relationship is reflected in the quality of communication, with 86 percent of parents in contact with teachers stating that they received instructions related to grouping and implementing games and activities with children, 48 percent responding that they received suggestions from teachers, and 33 percent only communicating about basic child-related matters.⁶

² Geni Kurniati et al., "Pengayaan Literasi Digital Di MI Jam'iyatul Khair: Edpuzzle Sebagai Media Alternatif Dalam Pembelajaran Daring," *Acitya Bhakti* 1, no. 2 (2021): 116; Witasra Tambunan et al., "Pengaruh Covid-19 Terhadap Proses Pembelajaran Daring Di Yayasan Pendidikan Cawan Bethel," *JURNAL Komunitas: Jurnal Terkait Kegiatan Pengabdian Kepada Masyarakat, Terkebutus Bidang Teknologi, Kewirausahaan Dan Sosial Kemasyarakatan* 3, no. 1 (2021): 561–66; Eri Susanto and Aisyah Putri Deapalupi, "Analisis Dampak Covid-19 Terhadap Implementasi Study From Home (SFH) Di Tingkat Sekolah Dasar," *Jurnal Pendidikan: Riset Dan Konseptual* 4, no. 4 (2020): 536.

³ Aan Ansori and Ahmad Fitriyadi Sari, "Inovasi Pendidikan Di Masa Pandemi Covid-19," *Jurnal Literasi Pendidikan Nusantara* 1, no. 2 (2020): 133.

⁴ Muhammad Firman Annur and Hermansyah Hermansyah, "Analisis Kesulitan Mahasiswa Pendidikan Matematika Dalam Pembelajaran Daring Pada Masa Pandemi Covid-19," *Paedagogia: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan* 11, no. 2 (2020): 195; Azizatul Banat, "Kemandirian Belajar Mahasiswa Penjas Menggunakan Media Google Classroom Melalui Hybrid Learning Pada Pembelajaran Profesi Pendidikan Di Masa Pandemi Covid-19," *Jurnal Teknologi Pendidikan (JTP)* 13, no. 2 (2020): 119.

⁵ Jurnal Pendidikan Anak Usia Dini, "Kesiapan Lembaga PAUD Dalam Pembelajaran Tatap Muka Pada New Normal," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2021): 2158; Aris Try Andreas Putra, Sufiani Sufiani, and Jahada Jahada, "Transformasi Nilai Pendidikan Islam Anak Di PAUD Sultan Qaimuddin Kendari Pada Masa Pandemic Covid 19," *Murbum: Jurnal Pendidikan Anak Usia Dini*, 2020, 79; Mubiar Agustin et al., "Tipikal Kendala Guru PAUD Dalam Mengajar Pada Masa Pandemi Covid 19 Dan Implikasinya," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 334–45.

⁶ Dini, "Kesiapan Lembaga PAUD Dalam Pembelajaran Tatap Muka Pada New Normal"; Yogesh K. Dwivedi et al., "Impact of COVID-19 Pandemic on Information Management Research and Practice: Transforming Education,

UNICEF, the world's largest humanitarian agency, has helped children through educational programs, although this assistance is not proportional to the importance of parents as home educators during the pandemic. Will this have a positive impact on education during the present pandemic, or will children continue to grow up based on their surroundings? As a result, the authors argue that it is vital to modify the way online work in order to involve children in the learning process on a daily basis, as well as provide training for parents to help them overcome this difficulty. It is one of the obstacles in assisting the child's growth and development process in such a hazardous setting.

One of the issues may be that many underdeveloped countries, like Banjarbaru City in South Kalimantan, continue to face challenges in expanding E-learning due to internet connectivity issues. Quality education, according to some experts, is a combination of ethical teachers and the involvement of parents in developing these pupils' talents..⁷

The absolute prerequisite in this growth is that different effective and sustainable conditions exist, such as a sense of responsibility towards children, responsibility for the family, ethics, and a desire to enhance students' talents. The objectives of organizing Early Childhood Education are as follows: 1) improving the quality of children's readiness to enter basic education and early character for adulthood; 2) the desire to learn and be able to learn in primary school education; and 3) managing the system of skills, expertise, and religious education so that they are skilled in the future.

The development and priority goals of children's growth and development are decided by respecting the ideals of accessibility, democracy, openness, authenticity, and development, according to Laws No. 20 of 2003 and No. 12 of 2008 regulating Early Childhood Education. The satisfaction of these requirements, notably the urge to play, move, and communicate with peers, is the foundation for normal infant development. What if this was done on the internet? Eliminating these schools will eventually result in a fall in literacy culture, which is one of the negative consequences of closing Early Childhood Education schools. So, during the pandemic, we need a strategy that blends internet education with direct character education to teach and captivate children. This study can at least address educators' concerns and facts about what has happened in numerous PAUD in Banjarbaru City in response to the existing online education system, as well as the expected outcomes in order to improve the quality and system of PAUD education during this pandemic.

METHOD

The purpose of this study is to find out how teachers feel about the impact of Covid-19 on their teaching process during an emergency. During the pandemic that has afflicted the Republic of Indonesia for four semesters in 2021, the correct educational system is required. The descriptive-analytic methods were utilized in this work, and the data collection approach was atype estimating instrument scale technique Likert-of 16 items. By circling the numbers with the accompanying

³ Work and Life," *International Journal of Information Management*, July 31, 2020, 104, <https://doi.org/10.1016/j.ijinfomgt.2020.102211>.

⁷ Thomas Favale et al., "Campus Traffic and E-Learning during COVID-19 Pandemic," *Computer Networks*, 2020, 107290.

information, you can assess the amount of agreement with the question: There are three groups of claims in the instrument, the first group of claims refers to examining the impact of the pandemic on teachers' personalities and their teaching process (from 1 to 5), the second group of claims refers to examining the cooperation between teachers and parents during an emergency (from 6 to 9), and the third group of claims is to examine teacher attitudes towards the impact of the pandemic on child development processes (10 to 16).

The effort was made to determine the teacher's attitude towards the factors that are important for the teaching process during this emergency. A total of 40 rating scales were distributed, 12 of which were incomplete and not included in the data processing. Data processing is carried out on the basis of 28 complete rating scales. The sample in this study consisted of PAUD teachers in Banjarbaru City. The average number of years of the respondent's work experience is 4 years. This research was conducted during July-August 2021.

RESULT AND DISCUSSION

Based on the results of respondents to several educators who teach in Early Childhood Education and a survey conducted in July-August 2021 obtained from various results and data. The interpretation of the results is based on an analysis of three main factors in the education process, the first is the attitude of the teacher to changes in the teaching process during the emergency, the second is the attitude of the teacher to cooperation with parents, and the third is the attitude of the teacher to the impact of child development.

Table 1: *I deal well with changes in the teaching process of children, caused by Covid-19*

	Valid	Frequen cy	Perso n	valid perce nt	Cumulati ve percent
	no, not at all	40	0	0	0
	mostly not	40	4	14.3	14.3
Valid	I doubt	40	5	17.9	17.9
	mostly yes	40	16	57.1	57.1
	yes, not at all	40	3	10.7	10.7
	Total	40	28	100	100

Adaptability to this change is an important factor in the teaching process which will put teachers in a position that is continuously active. Teachers will see themselves as professionals who have successfully adapted to the changes taking place in the teaching process of children caused by the

pandemic. 75% of teachers believe that they have handled change in a good way whereas, 14.3% of respondents still have doubts about this statement, and 10.7% of respondents have a negative opinion.

Table 2: *The teaching process during an emergency is high quality and efficient.*

	Valid	Frequen cy	perso n	valid perce nt	Cumulati ve percent
	no, not at all	40	3	10.7	10.7
	mostly no	40	9	32.1	32.1
Vali d	I doubt	40	7	25	25
	mostly yes	40	6	21.4	21.4
	yes, not at all	40	3	10.7	10.7
	Total	40	28	100	100

In this regard the quality of teaching with children during an emergency is divided by several opinions. 32.1% of teachers had a positive attitude towards the quality of the process, while 25% of them were undecided. A quarter of the teachers surveyed 20% of them had a negative attitude towards the quality and efficiency of the teaching process during an emergency, and this leads us to believe that there is much that needs to be improved in this process.

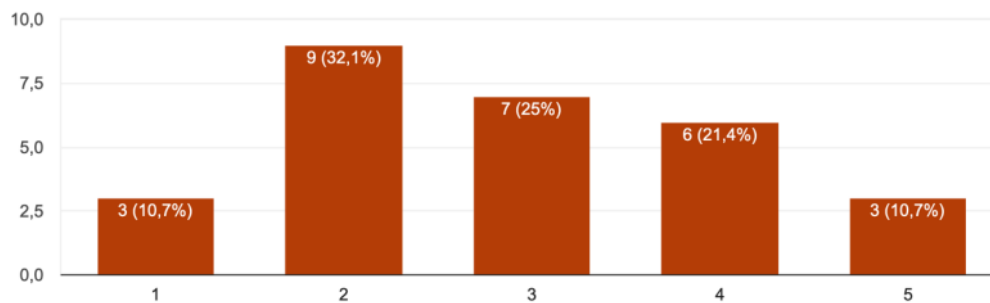
Table 3: *During an emergency, my family responsibilities are further increased, which has a negative impact on my professional work.*

	Valid	Frequen cy	Perso n	valid perce nt	Cumulati ve percent
	no, not at all	40	5	17.9	17.9
	mostly no	40	5	17.9	17.9
Vali d	I doubt	40	8	28.6	28.6
	mostly yes	40	8	28.6	28.6
	yes, not at all	40	2	7.1	7.1
	Total	40	28	100	100

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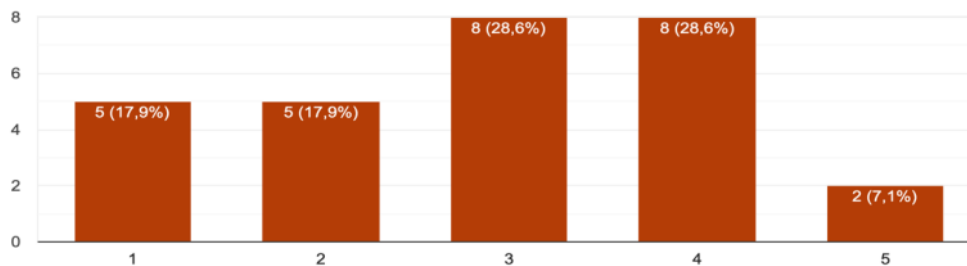
Tendency to examine whether family obligations can reduce the quality of professional work during an emergency. 28.6% of teachers had doubts about this and 17.9% of them had additional family obligations during this emergency, which had a negative impact on their professional work. More than a quarter of respondents attribute family obligations to the quality of their work.

Table 4: *I need professional support in carrying out work assignments during an emergency*



In this professional support claim there are 10% of teachers who do not need such assistance, 32.1% are doubtful about it, and 25% of teachers need professional assistance. But the problems that created the need have not been investigated.

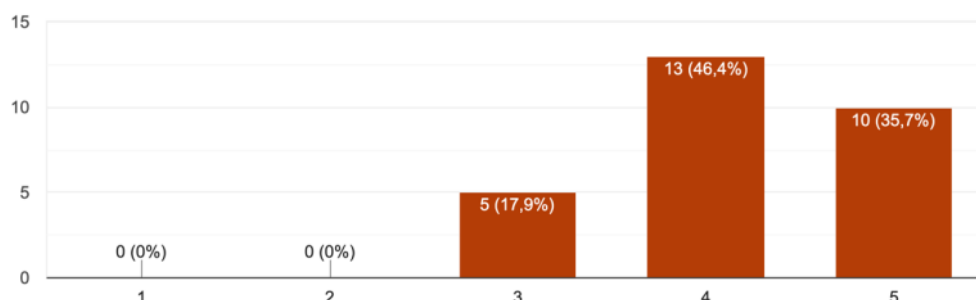
Table 5: *during an emergency my colleagues help me in overcoming the problems I face in teaching practice The*



cohesiveness of teachers during an emergency remains at a high level. This is confirmed by the results determined that 75% of teachers get support from their peers in solving the problems they

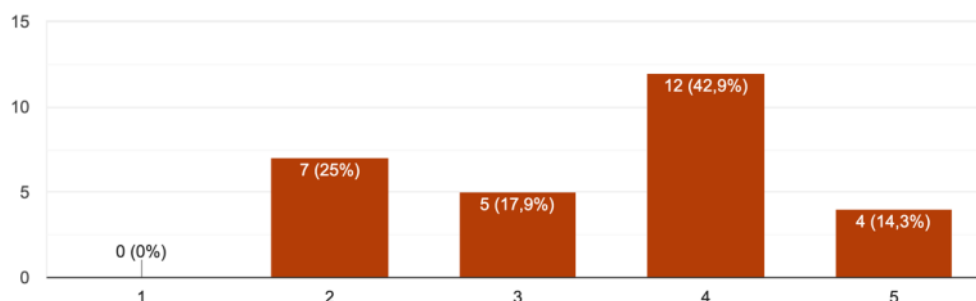
face, while 17.9% of them have doubts about it, and 17.9% of teachers do not receive support from their peers.

Table 6: *During an emergency I need professional support in carrying out work assignments during a pandemic.*



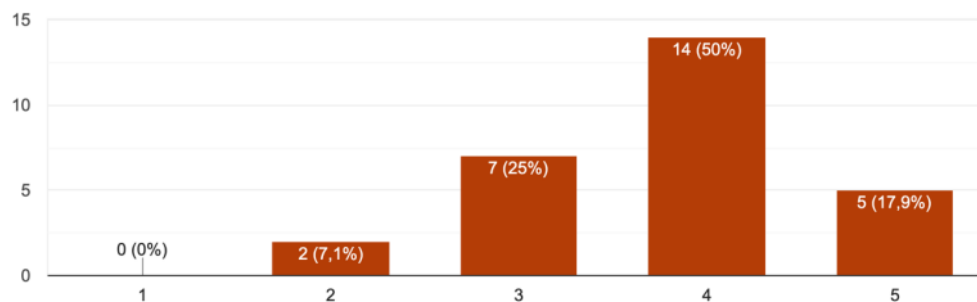
This emergency, in addition to preventing physical attendance at kindergarten educational institutions and establishing online learning as an alternative solution, also introduces flexible working hours. In this case 35.7% of the teachers had additional activities with parents and children outside the scheduled working hours, while 17.9% of respondents were hesitant, and 46.4% of respondents carried out online activities specifically during scheduled working hours.

Table 7 : *parents follow and accept my guidance and counseling in the process of teaching with children during an emergency.*



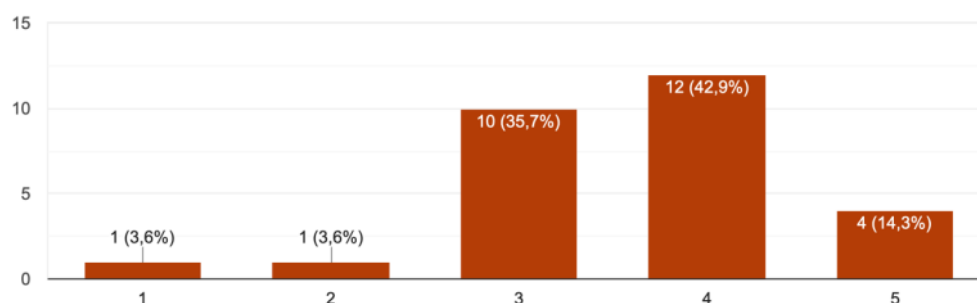
One of the symbols of quality educational work is the collaboration between parents and teachers. During an emergency the role of parents is unavoidable, and demands to follow directions given by teachers are high. As many as 43.9% of teachers believe that parents accept the guidance and counseling they receive while 32.5% of them are hesitant and 17.9% believe that parents do not accept and follow directions from teachers.

Table 8: *cooperation between teachers and parents in an emergency is at a high level.*



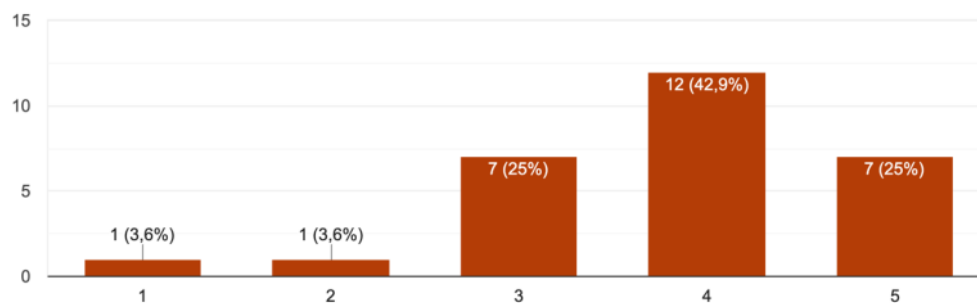
The results from the previous statement are supported by a high level of satisfaction with the cooperation between teachers and parents during an emergency. Most of the teachers, which are 50%, have a positive attitude towards the quality of cooperation with parents, 7.1% of teachers are hesitant, and 0% of teachers have negative experiences.

Table 9 : *I believe that parents are adequately compensated for the educational effects that teachers cannot provide to children during emergencies*



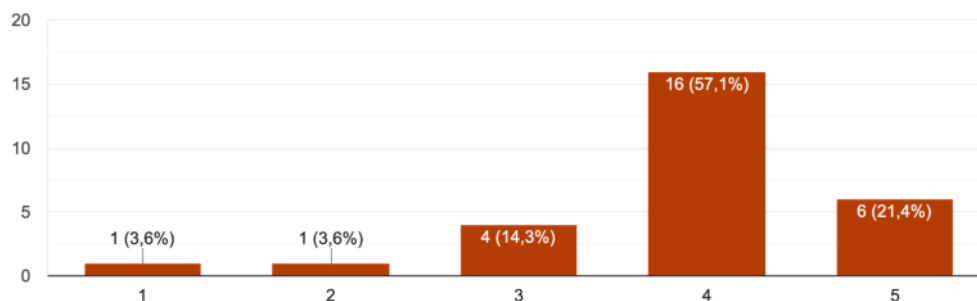
. In an attempt to determine whether parents have succeeded in establishing an education from the effect that teachers exert on children when they work regularly. There are several opinions and only 14.3% of teachers believe that parents can do it completely, while 42.9% of them think most parents can do it. The percentage of teachers who are hesitant is 35.7% while 3.6% believe that parents cannot compensate for the influence of learning provided by the teacher.

Table 10 : *the impossibility of the physical presence of children in kindergarten educational institutions during an emergency has a negative impact on child development*



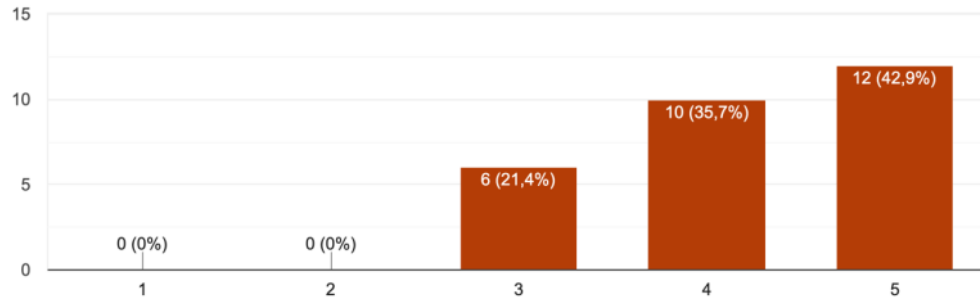
The online learning process in kindergarten educational institutions has its own peculiarities. As many as 42.9% of teachers believe that the impossibility of presenting children will have a negative impact on children's development, while 25% of them doubt it, and 3.6% have a negative attitude towards this statement.

Table 11: *changes in the learning process caused by Covid-19 have a negative impact on children's achievement*



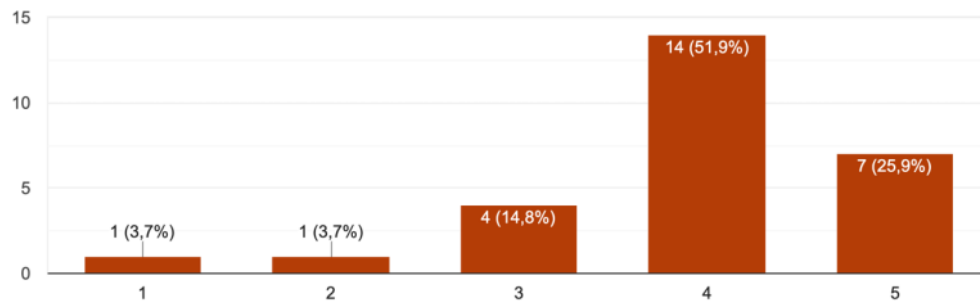
Regarding the impact of teaching methods during the pandemic on children's achievement 57.1% of teachers believe this way of working can have a negative element in terms of children's achievement, while 14.3 % of teachers were skeptical about this statement, and 21.4% believed that children's performance would not be affected by new ways of working during an emergency.

Table 12: *breaks and inability to attend preschool can negatively impact children's social development*



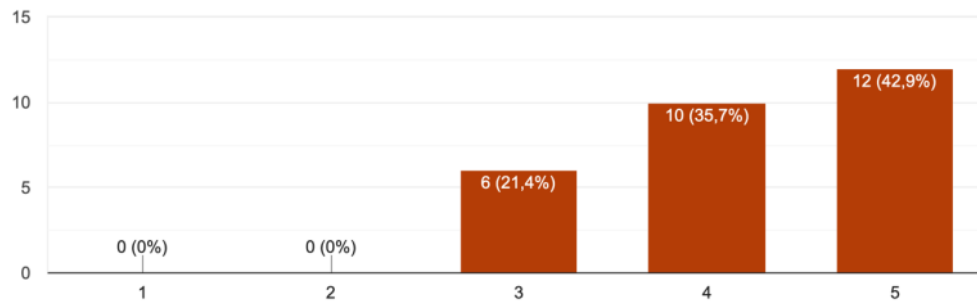
Most of the teachers, amounting to 42.9% of them believe that the inability to face children physically has negative consequences on children's social development, while 21.4 % of them are undecided, and 0% of teachers disagree with this statement.

Table 13: *rest and inability to attend kindergarten educational institutions can have a negative impact on children's moral development*



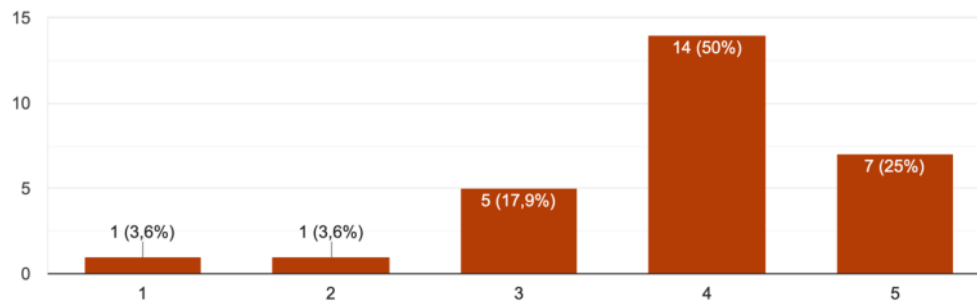
In terms of children's moral development 51.9% of teachers believe that children's physical absence from kindergarten education institutions will have a negative impact on their moral development, while 14.8% of teachers feel doubtful, and 3.7% of teachers disagree with this statement.

Table 14: *rest and inability to attend kindergarten educational institutions can have a severe impact on children's physical development.*



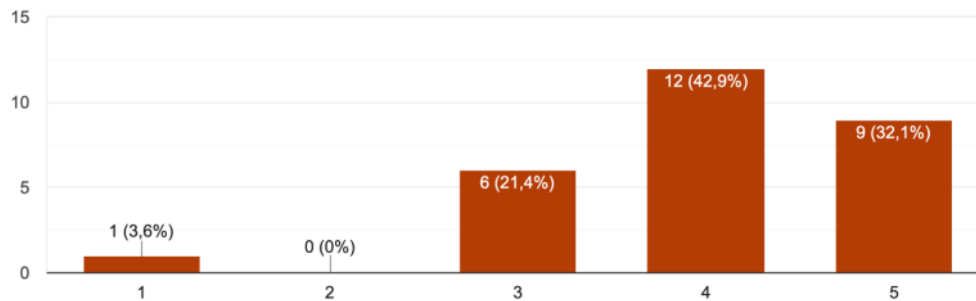
Researching the negative impact of physical absence from kindergarten on children's development raises many opinions. 42.9% of teachers agree with this statement, while 21.4% are undecided, and as many as 0% disagree with this statement.

Table 15: *rest and inability to attend kindergarten educational institutions can have a negative impact on children's intellectual development*



As many as 50% of respondents believe that the inability to be physically present in kindergarten educational institutions will have a negative impact on children's intellectual development, while 17, 9% were undecided, and 3.6% of the teachers surveyed disagreed with the statement.

Table 16 : *Rest and inability to attend kindergarten educational institutions can have a negative effect on children's emotional development*



When this question is given the opinion of the respondents is uneven. A third of teachers are hesitant to agree with this statement, 42.9% believe that there is a negative impact on children's emotional development due to the physical impossibility of attending a kindergarten educational institution, while 3.6% give a negative interpretation.

The Role Of PAUD Teachers In Changing The Teaching Process During A Pandemic

When we asked about:

Teachers' attitudes towards changes in the teaching process during an emergency

The analysis of these results determined that the teacher had sufficient strength and willpower to adapt to new circumstances. Three-quarters of the teachers surveyed said they were doing well despite the changes in the teaching process caused by Covid-19. These results support the research conclusion that the teaching community is mentally prepared to adapt to new and innovative ways of imparting knowledge, but it must also be supported by the institution that houses them. Good adaptation of teachers to this new situation does not necessarily mean that the quality of educational work will be effective. This statement is also followed by results on the quality of educational work during the emergency, which show that the number of respondents is much smaller than previously claimed, and believes that the quality of education work will remain good. Only about half of the respondents thought that the quality of educational work during this time had improved. The results leave a lot of room to identify the factors that need to be elevated. The quality of distance education work during an emergency can also be questioned as their children learn very little or not at all after the closure of educational institutions.

Efforts to determine whether the division of responsibilities in the family of teachers is increasing, which will greatly affect their professional work during this emergency. More than a quarter of respondents (36.6%) of them have professional problems due to new obligations in the family. in addition, less than a quarter of respondents (21.1) indicated that they needed professional support in performing their work duties during an emergency. The results show us that the position of the teacher must be considered in a way that respects his personality and needs.

In terms of mutual assistance and support between teachers, the results show how important mutual assistance is among teachers. Shah emphasized that a sense of loyalty to friends or mutual assistance is an unavoidable factor in adapting to new conditions in modern times, and that the quality

of this relationship between co-workers depends on the appropriate way of professional development, learning, and organizational efficiency. The results confirm this conjecture with the fact that most teachers (75%) receive assistance from peers in solving problems encountered in practice which indicates that the quality of relationships between colleagues in solving problems encountered when in practice has a significant driving force. . The form of teacher collaboration in solving joint problems gives a positive tone.

Questions about: The cooperative attitude of teachers and parents

To understand the causal relationship between the emergence of Covid-19, the closure of educational institutions which resulted in disruption of the learning process. Most of the respondents (85%) indicated that during an emergency they had an engagement with parents and children outside the working hours that had been provided. The involvement of parents in children's education in this emergency situation will be further increased.

However, despite such satisfying cooperation when it comes to the role of parents in offsetting the educational effects that teachers can provide to children. About two-fifths (42.9%) of respondents believe that parents will get sufficient cause and effect from the educational effects that teachers cannot provide to children during this emergency.

Likewise with the question: Teachers' attitudes towards the effect of the impossibility of physical presence in preschool institutions on the child's personal development

An unavoidable determining factor is the continuity of the process, for which there are several reports predicting that the closure of educational institutions and the transition to distance learning will have consequences long term for children caused by the unfavorable epidemiological situation. This online activity shows weaknesses as well which is evidenced by the results we have achieved. The majority of teachers surveyed believe that the physical impossibility of attending a kindergarten education institution can have a negative impact on children's continued development, and can also negatively affect children's achievement. And the results show the need for physical presence in kindergarten educational institutions and if the epidemiological situation does not allow then the form of organization of online activities must be prepared and reorganized by minimizing the negative effects as little as possible.

2

CONCLUSION

Based on the findings on the opinion of PAUD teachers in Banjarbaru City on the online education system and the teacher's professionalism, it was found that the sustainable development of children during an emergency will slow down. Quality collaboration between parents and teachers can also contribute to overcoming the difficulties faced by students, because shared achievements determine the goals of the educational process. Likewise, most of the social, moral, intellectual, physical and emotional development of children during an emergency are affected by the conditions of the educational process. This is because learning media such as cellphones actually make children more happy to play than learn.

It is recommended to introduce a new education system that is adapted to children, for example with *blended learning*. This method is considered easier to refresh character education by combining online and offline. In this way the aims and duties of education can be actively applied and can serve in the best interests of the children as an obligation.

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