



## **The Kindergarten Headmaster's View of the Potential for Learning Loss in Early Childhood Education during Pandemic COVID-19**

**Roby Naufal Arzaqi<sup>✉</sup>, Nur Faizah Romadona**

**DOI: <http://dx.doi.org/10.15294/ijeces.v10i2.51116>**

Universitas Pendidikan Indonesia, Bandung, Indonesia

### **History Article**

Submitted August 2021  
Revised September 2021  
Accepted October 2021

### **Keywords:**

Learning loss; Early childhood; School effort

### **Abstract**

Learning during the COVID19 pandemic through online and home learning presents several challenges and risks of learning loss that have long-term impact. The potential for learning loss can occur during online learning due to several factors due to educational stimulus not working optimally, reduced direct experience gain, differences in skills teaching of teachers in education, etc. The Method of this research uses a qualitative approach with a case study design. The participants are two preschool principals and teachers who have been conducting e-learning activities since March 2020 until July 2021. Data collection was carried out through face-to-face interviews and voice notes. Data analysis using thematic analytic. The results of the study revealed that the decline in the quality of online learning faced the risk of potential learning loss in the future. The failure of online learning during this pandemic has created real barriers to some aspects of child development, namely the achievement of aspects of children's cognitive, social and emotional development. Other aspects of development are somewhat difficult for teachers to assess, but it is suspected that there has been a decline due to the limited time spent implementing e-learning. The participation rate of children and parents in online education decreased by 50% from the first semester to the second semester and the number of learning hours was very short. Efforts by schools to the risk of potential learning losses include: blended learning, literacy and numeracy also visiting teacher programs.

### **How to cite**

Arzaqi, R. N., & Romadona, N., F. (2021). The Kindergarten's Headmaster View of the Potential for Learning Loss in Early Childhood Education during Pandemic COVID-19. *Indonesian Journal of Early Childhood Education Studies*, 10(2), 143-148.

<sup>✉</sup>Correspondence Author:  
E-mail: [robinaufal@upi.edu](mailto:robinaufal@upi.edu)

## INTRODUCTION

The COVID-19 pandemic has crippled education systems around the world with school delays. School closures have forced more than 1.6 billion students out of school (Andrabi, 2020). Although on a smaller scale, school closures not only occur due to COVID19, but can take the form of natural disasters and other viruses such as influenza and Ebola (Jaume and Willen 2018). Education at all levels, including Kindergarten and Pre-School, needs to be better prepared for the needs of e-learning. Education should ensure that students can continue to study at home using online media as agreed with the Minister of Education and Culture of the Republic of Indonesia regarding the implementation of educational policies in the COVID19 emergency in 2020 (Atsani, 2020). Learning at home during the COVID19 pandemic in Indonesia has prompted parental concerns such as a lack of guidance and educational materials (Usnadibrata, 2020).

The status and quality of e-learning presents several challenges, especially for early childhood education. Currently, early childhood learning can only be done through online learning due to pandemic conditions. The role of the teacher in formulating online learning strategies needs to be broadened taking into account the changing styles of teaching from face to face to online (Wardani, 2021). The low level of proficiency in technology and digital literacy becomes a challenge and attention to provide shareable options, such as text, video, image, sound and more Bao (2020). The role of school leaders in ensuring the achievement of effective and efficient educational goals during a pandemic is crucial. managerial activities and facilitation of quality improvement have declined (Supriadi, 2021).

The problem with early childhood online learning is the reduced student enthusiasm in the preschool setting. 30% of 35-year-olds participate in online programs, the participation rate decreases by 60% compared to face-to-face learning (Pier, 2021). The decline correlates with lower rates of parental involvement and teacher-parent relationships and is based on the fact that only 8% of e-learning participation is continuous (Jacobson, 2020). There are several barriers to accessing learning resources, especially in low-income families, but on the contrary, it is found in high-income families, who have great access to alternative learning resources such as that: books, computers, internet, television and smartphones (Wiresti, 2021; Chetty, 2020; Grewenig, 2020).

One of the government's solutions to the

challenges of implementing e-learning is to create a home learning program (BDR) accessible on national television or TVRI. TVRI's BDR program includes PAUD material i.e. teaching reading and writing, arithmetic and character (Wulandari, 2021). The educational program via TVRI is aimed at the lower middle class who have difficulty obtaining various educational resources for parents and children. An evaluation of the implementation of BDR TVRI by the Ministry of Education and Culture found that the implementation of BDR via TVRI was less effective due to the following constraints, namely: different radio coverage, timing and Inconsistent parental activities, less interesting materials available to children and the presence of other resources (Rakhmah, 2021; Muhdi, 2021).

The face-to-face learning plan, which has been studied since January 2021 and confirmed its scheduled opening in July 2021, has failed due to the growing number of new COVID-19 cases in June 2021 since the emergence of a new variant, namely the delta variant. This delta variant of COVID-19 is caused by mutations, as well as a mix of physical, social, and work conditions (Riley, 2021). The easing previously imposed on the public was forced to postpone and close. This resulted in the postponement of the opening of face-to-face education for early childhood, due to the growing number of red zones. Aucejo (2020) and Kaffenberger (2021) said that because COVID-19 caused 13% of students to delay graduation, 40% of young children experienced unconsciousness as adults. Extending the BDR carries the risk of learning loss because the BDR is not optimal for providing stimulation to various aspects of the child's development, so there is a risk of decreased achievement of child development. early childhood learning.

Loss of learning has a permanent impact on children. Learning loss can occur when academic performance has declined from the previous year (Pier, 2021). Learning online risks having a generation with a learning loss that will have a permanent impact on future generations, especially for early childhood education (Engzell, 2020). Kaffenberger (2021) states that even if schools are open and retain learning like everyone else, the impact of learning loss will not stop. A third year student who misses 6 months of study may be a year and a half behind in his abilities. In addition, for first year students who do not study for 6 months, the delay can be up to 2.2 years. The loss of learning will have long-term consequences and cause economic and social problems in the future. Students who miss learning opportunities

within a year and a half will lose 15% of their adult income. Hong (2020) argues that the risk of a child being exposed to the virus is very low and many experts also argue that it is safer to reopen buildings with younger age groups than with older students. older (Jacobson, 2020; Purwanto, 2020).

The potential for learning loss occurs due to the lack of quality and facilities for children who manage BDR, so it has an impact on decreasing learning outcomes (Conto, 2020; Wardani, 2021; Village, 2021). cannot be achieved through distance learning, such as social interaction and hands-on learning. The effects of the pandemic in the United States according to Dorn (2020) in addition to the learning losses, also increase the dropout rate (5.5% for black students and 3.9% for white students). This impact is very heterogeneous, with a quarter of students increasing their study time by more than 4 hours per week due to COVID19, while another quarter reducing their study time by more than 5 hours per week.

Aspects of cognitive development are interdependent and cannot be separated from affective and psychomotor aspects in the acquisition of knowledge and vice versa. When young children lose the opportunity to learn basic skills, they experience a decrease in the level of development they acquire (Pier, 2021). The potential for learning loss is highlighted by the decrease in PISA reading scores in children after the pandemic and before the COVID19 pandemic (Conto, 2020). Learning loss has a very different impact, with disadvantaged students, especially students from wealthy families (Village, 2021). Policy makers need to support underperforming students and rural schools (Blasko, 2021). The effects of learning loss are uneven, leading to a significant increase in pre-existing socio-economic disparities in education (Gayares, 2021).

Research on learning loss in children has been carried out in various countries such as: Pakistan, Botswana, Bangladesh, Rwanda, Brazil, Ethiopia, Colombia (Andrabi, 2020; Angrist, 2020; Blasko, 2021) found that children spend less time studying online. and have a drop in school grades. So far, there have not been many studies examining learning loss in early childhood education in Indonesia. Existing research emphasizes the impact of the pandemic on early childhood development and health during the pandemic and on home learning, they have more risk obesity due to lack of physical activity (Agustin, 2021; Wardani, 2021; Wulandari, 2021). Therefore, base on the references mention above, the researcher aims to determine the extent to

which aspects of child development are increased and decreased, as well as the school's efforts to prevent the effects of prolonged learning loss.

## METHODOLOGY

The approach used in this research is qualitative. This qualitative research was chosen to deepen perspective of the research topic. The method of this study uses a case study. This method was chosen because it describes what happens when an event is explained to the team to provide information about the director's perspective on early childhood learning loss (Hodgetts and Stolte, 2012). The location of this search is Mentari Bunda Kindergarten and Kartika XIX42 Kindergarten, Lembang District, West Java, Bandung. The participants in this study were two directors and teachers of Mentari Bunda Kindergarten (KP 1) and Kartika XIX-42 Kindergarten (KP 2). Techniques for collecting data through interviews and documentation. The help tool is a maintenance guide.

The data analysis used is a thematic analytic which aims to understand social phenomena or phenomenon (Boyatzis, 1998). The data analysis technique uses the following steps: 1). Data gathering. 2). Data reduction. 3). Data presentation. 4). Conclusion Withdrawal. The data validity test technique used is source triangulation.

## RESULTS AND DISCUSSION

### The Kindergarten Headmaster's Perspective on the Potential for Learning Loss in Schools

Both managers are of the view that there is a possibility that the learning loss has occurred in schools due to the decline in quality of online learning. The possibility of early childhood learning loss during online learning is the loss of direct learning opportunities for children. The first participant said that in face-to-face and online learning, there were differences in that students were less able to perform well with unstable tasks and emotions in online learning.

*"The current situation is that students are losing general knowledge or academic decline due to a prolonged gap that continues to be in the absence of direct education."* (Interview, first participant, June 15, 2021)

*"There is no possibility for children to interact directly with teachers and peers, so that children's physical activity is reduced, children get angry, easily bored and cannot perform tasks as usual "* (Interview, second participant, June 16, 2021)

These data are consistent with research conducted by Pier et al (2021) who claim that learning loss is a decrease in students' knowledge and skills. Learning loss occurs when academic progress does not historically occur at the same level as in previous years (Blasko, 2021). Boredom can result from unattractive environmental conditions, a lack of variety in activities (Oktawirawan, 2020; (Subarto, 2020).

### **Estimated Causes of Learning Loss in Young Children**

Both participants stated that the risk of learning loss was due to limitations and suboptimal stimulation of children's development. Both participants said they have 12 hours and a maximum of 2 times per week to do online learning. The second participant said that stimulation could not be optimally performed during this pandemic due to a lack of information on the implementation of the daily plan online and educational materials for students, of limited experience. in the implementation of e-learning and learning facilities. there has been a decrease in the number of children participating in e-learning. The first participant had 60 face-to-face learning students and around 3,035 children who attended online in the first semester, then in the second semester it dropped to 15 children. The second participant had 30 children in normal learning, therefore in e-learning there were 15 children in semester 1 and it was reduced to 5 children in semester 2. According to the following interview results:

*"There are has a decrease in student skills because e-learning does not work well and only a few people take e-learning. " (Interview, first participant, June 15, 2021)*

*"It's very obvious: limited Gutu experience, limited media like laptops. The main obstacle is the quota, which Thank God received for government assistance, but there are still many complaints of unstable signals. The inability of parents who cannot accompany online for work and the saturation of the network. (Interview, first participant, June 16, 2021)*

Agrees with research by Blasko (2021) find that the only disadvantage is among students from countries with weak economies, as they do not benefit from their geographic location in terms of employment and parental education. In other words, during the pandemic, teachers tend to use technology to replace traditional teaching methods, raising concerns about its access and use (Giovannella, 2020).

Digital literacy must be well mastered by teachers and parents to manage and satisfy the stimulation of children's development (Bao, 2020).

Face-to-face learning teachers need to master body language, facial expressions, and voice. However, online learning presents several challenges, teachers have to provide various media, such as text, videos, images, sounds and other learning options (Atsani, 2020).

### **Impact of Learning Loss on Early Childhood**

The first participant stated that there has been a decrease in the aspect of socio-emotional development of children which undergoes changes due to reduced opportunities to socialize with friends and teachers due to the pandemic. Therefore, children's emotions tend to be more angry due to the less harmonious relationship between parents and children and the high learning demands. The second participant said that children have no activity to release their energy through physical activities so that their fine and overall motor development is less developed.

*"There is no possibility for children to interact directly with teachers and peers so that children's physical activity is reduced. The reason for this is the limited knowledge of parents in meeting the educational and stimulating needs of each child. " (Interview, first participant, June 15, 2021)*

*"We cannot record this with certainty because there is parental involvement in carrying out the tasks assigned to the children. " (Interview, second participant, June 16, 2021)*

This statement agrees with research from Azevedo, et al. (2021) found losses in learning and potential student income due to the impact of COVID19 school closures. At best, they lose around 23% of developmental aspects, at worst 38% of their growth and development results depending on their age. The lower the level of education, the greater the potential for learning loss, especially in kindergarten (Usnadibrata, 2020). The decline in achieving social and emotional development occurs online due to the lack of opportunities for children to have social interactions with other people, especially teachers and friends (Wulandari, 2021). In addition, research conducted by Conto (2021) on passive activities such as playing, watching television and the lack of physical play for children risks losing the capacities of sensory integration. This ability is useful as a processor of information through the senses and nerves which is then used in building children's knowledge.

### **School Effort**

The efforts of schools to prevent learning loss in children are as follows: to provide assistance and good cooperation between teachers

and parents. The two participants established a policy for parents to come to school once a week to do their homework for the following week as well as to collect their children's homework this week. Meanwhile, the second participant organized a twice-weekly home visiting program, in which the children were divided into groups of 45 people. The visiting teacher's agenda includes: a literacy movement for parents and children, in the form of reading books by children with a goal of one book per week accompanied by parents, building more relationships harmonious relationships between parents and children, involving teachers in teaching skills development activities and increasing the ability to prepare RPPH for blended learning. learning. Consistent with the following interview results:

*"The first one: tell parents to come to school once a week to do homework and collect the children's homework for the following week." "The teachers come twice a week, where the children are divided into groups of 45 people". (Interview, first participant, June 15, 2021)*

*"We have prepared several means including: a literacy movement for parents and children in the form of reading and collecting information from various circumstances. Involving teachers in online teaching skills development activities, thus opening up face-to-face learning with restrictions and health procedures or blended learning". (Interview, Second participant, June 16, 2021)*

This effort is in line with Usnadibrata (2020) stating that there are 8 ways to meet the learning needs of children during the pandemic: 1) Use the learning and reading sources recommended by the Department of Education and of Culture and other parts. 2). Visiting Teacher Program: Children can continue to learn, communicate and interact with friends and teachers so that children can maintain their literacy skills and parents are motivated to support BDR children and can consult. 3). Commitment of study hours: accompany children to study at agreed times (812 and 19.309.30) so that there is a better emotional bond between children and parents, especially with fathers. 4). broadcast. 5). Literacy festival and book fair. 6). Worksheets and guides for parents. 7) .PJJ no quota: use of offline homework and 8) .Campaign to empower parents (mobile parenting).

Additionally, Bao (2020) reports that daily reading for children, an option available while staying at home, reduces the wastage rate by 10.5%. Reading to children is an effective low-tech alternative, which can also increase love of books and improve the socio-emotional relationship between parent and child.

## CONCLUSION

Learning during the COVID19 pandemic through online and home learning presents several challenges and risks of learning loss that have a long-term impact on children's growth and development. Changes in learning styles and requirements leave educators and students unprepared to achieve learning outcomes. Limited access to learning, decreased motivation of children, lack of support from teachers and parents, and parental background are challenges in e-government. Lack of developmental stimulation, first-hand experience and attainment of developmental aspects that are not properly addressed will lead to developmental barriers to the next level of education. Efforts to minimize the impact of this learning loss include such as blended learning, visiting teacher program and the literacy and numeracy becomes an effective low-tech alternative, it allows you to get into the habit of reading from an early age and to strengthen the socio-emotional relationship between parents and children.

## REFERENCES

- Agustin, M., Puspita, R. D., Nurinten, D., & Nafiqoh, H. (2021). Tipikal Kendala Guru PAUD dalam Mengajar pada Masa Pandemi Covid 19 dan Implikasinya. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 334–345.
- Andrabi, T, Daniels, B., and Das. J. (2020). *Human Capital Accumulation and Disasters: Evidence from the Pakistan Earthquake of 2005*. RISE Working Paper.
- Angrist, N. (2020). Stemming Learning Loss During the Pandemic: A Rapid Randomized Trial of a Low-Tech Intervention in Botswana. *CSAE: Center for the Study of African Economies*.
- Atsani, L. G. M. Z. (2020). Transformasi media pembelajaran pada masa Pandemi COVID-19. *Al-Hikmah: Jurnal Studi Islam*, 1(2), 44–54.
- Aucejo, M. A., dkk. (2020). The Impact of COVID-19 on Student Experiences and Expectations: Evidence from a Survey. *NBER: National Bureau of Economic Research*.
- Azevado, P., J. (2020) Learning poverty: Measures and Simulations. *Policy Research Working Paper: No. 9446*. World Bank, Washington, DC.
- Bao, X., dkk. (2020) Literacy Loss in Kindergarten Children during COVID-19 School Closures. Research Gate: doi: 10.31235/osf.io/nbv79
- Blasko, Z. (2021). Learning Loss and Educational Inequalities in Europe: Mapping the Potential Consequences of the COVID-19 Crisis. *IZA: Institute of Labor Economics*, No. 14928.
- Boyatzis, R., E. (1998). *Transforming Qualitative Information: Thematic Analysis and Code Development*. Thousand Oaks: Sage Pub.

- Chetty, R., Friedman, J. N., Hendren, N., and Stepner, M. (2020). How did COVID-19 and stabilization policies affect spending and employment? a new real-time economic tracker based on private sector data. National Bureau of Economic Research Working Paper No. w27431.
- Conto, A. C., Akseer, S., Dreesen, T., Kamei, A., Mizunoya, S. and Rigole, A. (2020). *COVID-19: Effects of School Closures on Foundational Skills and Promising Practices for Monitoring and Mitigating Learning Loss*, Innocenti Working Paper 2020-13, UNICEF Office of Research.
- Dorn, A. V., dkk. (2020). COVID-19 Exacerbating Inequalities in the US. *The Lancet Journal*, 395(102320); 1243-1244, doi: 10.1016/S0140-6736(20)30893-X
- Engzell, P. (2020). Learning loss due to school closures during the COVID-19 pandemic. *Oxford OX1 1JD, United Kingdom*.
- Gayares, R. M., (2021). Learning and Earning Losses from COVID-19 School Closures in Developing Asia. *ADB: Asian Development Bank*.
- Giovannella, C., Passarelli, M., Persico, D. (2020) The Effects of the Covid-19 Pandemic on Italian Learning Ecosystems: the School Teachers' Perspective at the steady state. *Interaction Design and Architecture(s) Journal*: pp. 264 – 286.
- Grewenig, E., Lergetporer, P., Werner, K., Woessmann, L., & Zierow, L. (2020). COVID-19 and Educational Inequality: How School Closures Affect Low- and High-Achieving Students. *CE-Sifo Working Paper*, 8648, 32.
- Hodgetts, D. J., & Stolte, O. M. E. (2012). Case-based research in community and social psychology: Introduction to the special issue. *Journal of Community & Applied Social Psychology*, 22, 379–389.
- Hong, H., Wang, Y., Chung, H.-T., & Chen, C.-J. (2020). Clinical characteristics of novel coronavirus disease 2019 (COVID-19) in newborns, infants and children. *Pediatrics & Neonatology*, 61(2).
- Jacobson, L. (2020). New Study Reveals Devastating Learning Loss for Youngest Children, Showing That Preschool Participation Has Fallen by Half During Pandemic and May Not Improve in the Fall. Diakses pada tanggal 22 Juli 2021. <https://www.the74million.org/article/new-study-reveals-devastating-learning-loss-for-youngest-children-showing-that-preschool-participation-has-fallen-by-half-during-pandemic-and-may-not-improve-in-the-fall/>.
- Jaume, D, and Willén. A. (2019). The long-run effects of teacher strikes: evidence from Argentina. *Journal of Labor Economics* 37.
- Kaffenberger, M. (2021). Modelling the Long-run Learning Impact of the Covid-19 Learning Shock: Actions to (more than) Mitigate Loss. *ELSEVIER: International Journal of Educational Development* 81, 102326.
- Kuhfeld, M., Tarasawa, B., Johnson, A., Ruzek, E., & Lewis, K. (2020). Collaborative for student growth. Learning during COVID-19: Initial findings on students' reading and math achievement and growth. *NWEA Research*.
- Muhdi & Nurkolis. (2021). Keefektivan Kebijakan E-Learning berbasis Sosial Media pada PAUD di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1).
- Oktawirawan, D. H. (2020). Faktor Pemicu Kecemasan Siswa dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2),
- Pier, L., Hough, H.J., Christian, M., Bookman, N., Wilkenfeld, B., & Miller, R. (2021). COVID-19 and the educational equity crisis. Evidence on learning loss from the CORE data collaborative. PACE. <https://www.edpolicyinca.org/newsroom/covid-19-and-educational-equity-crisis>.
- Purwanto, A., Pramono, R., Asbari, M., Santoso, P. B., Wijayanti, L. M., Hyun, C. C. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *Journal of Education, Psychology, and Counseling*, 2, 1–9.
- Rakhmah, D. N., dkk. (2021). Menakar Efektivitas Tayangan Program Belajar dari Rumah melalui TVRI. *Risalah Kebijakan*, No. 2.
- Riley, S., dkk. (2021). REACT-1 Round 12 Report: Resurgence of SARS-CoV-2 Infections in England Associated with Increased Frequency of the Delta Variant. *medRxiv preprint*.
- Subarto. (2020). Momentum Keluarga Mengembangkan Kemampuan Belajar Peserta Didik Di Tengah Wabah Pandemi Covid-19. *Adalah: Buletin Hukum Dan Keadilan*, 4(1).
- Supriadi, o. (2021). Peranan Kepala PAUD dalam Penyelenggaraan Pendidikan Sebelum dan Saat Terjadi Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Vol. 5, No. 1.
- Usnadibrata, I. (2020). Studi Global Dampak Covid19 Terhadap Anak & Keluarga serta Berbagi Praktik Baik Program Pendidikan. *Save The Children Indonesia*.
- Village, B., Hobli, S., & Taluk, A. (2021). Loss of Learning during the Pandemic. *Azim Premji University*
- Wardani, A., Ayriza, Y. (2021). Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Vol. 5, No. 1.
- Wiresti, R. D. (2021). Analisis Dampak Work From Home pada Anak Usia Dini di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1).
- Wulandari, H. & Purwanta, E. (2021). Pencapaian Perkembangan Anak Usia Dini di TK selama Pembelajaran Daring saat Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*: Vol. 5, No. 1