

Analysis of Whatsapp Group Based Online Learning to Grow Early Childhood Moral

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Abstract

This study aims to analyze the implementation and obstacles faced in online learning based on whatsapp groups to foster early childhood morale in Pertiwi Mlatinorowito Kindergarten. The method used is qualitative with a field research model (field research). Sources of data in this study are primary data in the form of observations and interviews at TK Pertiwi Mlatinorowito, as well as secondary data sources in the form of literature, documents, notes that mention the main problem. The data analysis technique is going into the field with the stages of data reduction, data presentation, and data conclusions. Research shows that TK Pertiwi Mlatinorowito fosters early childhood morale with the support and cooperation of school principals, teachers, and parents through whatsapp groups. The character of discipline has increased, namely always coming on time, being able to estimate the time needed, using objects according to ability, taking and returning objects, trying to make decisions that have been agreed upon, waiting for their turn, and realizing the consequences of being undisciplined. Principal support in overcoming obstacles to online learning through whatsapp groups, namely instructing teachers to provide lesson plan sheets, providing suggestions for parents who lack facilities to join other parents, motivating children in the form of gifts, and giving 4 days to do assignments.

Keywords: *Online Learning, Early Childhood, Whatsapp*

Abstrak

Penelitian ini bertujuan untuk menganalisis pelaksanaan dan kendala yang dihadapi dalam pembelajaran daring berbasis whatsapp group untuk menumbuhkan moral anak usia dini di TK Pertiwi Mlatinorowito. Metode yang digunakan adalah kualitatif dengan model penelitian lapangan (field research). Sumber data dalam penelitian ini adalah data primer berupa hasil observasi dan wawancara di TK Pertiwi Mlatinorowito, serta sumber data sekunder berupa pustaka, dokumen, catatan yang menyebutkan pokok permasalahan. Teknik analisis data yaitu terjun ke lapangan dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan data. Hasil penelitian menunjukkan bahwa TK Pertiwi Mlatinorowito menumbuhkan moral anak usia dini dengan dukungan dan kerjasama kepala sekolah, guru, dan orang tua melalui whatsapp group. Karakter disiplin mengalami peningkatan yaitu selalu datang tepat waktu, mampu memperkirakan waktu yang dibutuhkan, menggunakan benda sesuai kemampuan, mengambil dan mengembalikan benda, berusaha mengambil keputusan yang telah disepakati, menunggu giliran, dan menyadari akibat jika tidak disiplin. Dukungan kepala sekolah dalam mengatasi kendala pembelajaran daring melalui grup whatsapp yaitu menginstruksikan guru untuk menyediakan lembar rencana pembelajaran, memberikan saran bagi orang tua yang kurang fasilitas untuk bergabung dengan orang tua lainnya, memberikan motivasi kepada anak dalam bentuk hadiah, dan memberikan waktu 4 hari untuk mengerjakan tugas.

Kata Kunci: *Pembelajaran Daring, Anak Usia Dini, Whatsapp*



INTRODUCTION

Moral education is very important given to early childhood. PAUD or pre-school age is a period when children have not yet entered formal education. Pre-school is a very basic and strategic education, because early childhood is an important period and becomes the initial foundation for the next child's growth and development. This learning is a learning activity aimed at early childhood that provides learning experiences through playing, seeking knowledge according to ability and providing vocabulary to children.

Early childhood is often referred to as the golden age or the golden age of children aged 0-5 years. In this phase, the child's growth and development is very rapid so that the child's instincts, intellectual intelligence, emotional intelligence, spiritual intelligence and character will be easily formed according to the child's level of growth and development (Srihartini, 2021: 136).

It is hoped that the child's learning process will always make children remember their school through their learning activities. The teacher as the person in charge of the process of learning activities must be able to control the development of children when learning activities are implemented at home so that later each child will still get a record of their development (Khirjan et al, 2017: 43). Besides that, it is also necessary to discipline children in participating in learning because if not discipline will affect children's learning outcomes. Learning discipline can arise and be embedded in students through habituation..

Various government policies have been taken such as recommendations for social distancing, wearing masks, recommendations for washing hands with soap, and a healthy lifestyle as well as dismissing students from kindergarten to tertiary level to prevent the chain of the Covid-19 virus. The Ministry of Education and Culture (Kemendikbud) issued circular letter Number 2 of 2020 regarding the prevention of Covid-19 and Circular Letter Number 3 of 2020 regarding the prevention of Covid-19 in educational units. Whereas at the provincial level there is a circular letter from the Governor of Central Java Number 440/0005942 concerning Prevention of the Chain of Spread of Covid-19, teaching and learning activities starting from Early Childhood Education to the upper secondary level are closed from March 16 to March 29 2020 and changes according to the latest circular.

Appeals from the government in accordance with health protocols regarding procedures to prevent the spread of the Covid-19 virus, all school activities must be abolished and children learn from home and all teachers must work from home. With this appeal, teachers continue to monitor and provide activities to students through online learning. Based on the problems above, every school institution is required to innovate in teaching and learning activities without face-to-face meetings with their students. The teacher must change the perspective in learning from conventional to modern. Teachers also have to work more creatively and extra in preparing lesson plans that are different from before being affected by Covid-19.

Apart from teachers, parents also have a very important role in helping their children in learning process at home such as (1) parents guide their children in using the technology used when studying, (2) parents as facilitators of facilities and infrastructure, (3) parents as motivators to provide enthusiasm, motivation, and support in carrying out learning so as to obtain good achievements, (4) parents as regulators and directors (Ardiansyah & Arda, 2020). Behind the very important role of parents, there are challenges for parents which greatly affect children during the learning process, namely a decrease in parents' economic ability (Al-Samarrai et al, 2020) which results in children's discomfort while at home. This is evident from the results of research (Oktaria & Putra, 2020) which stated that only 3 parents out of 10 respondents were able to adjust to becoming teachers when their children were at home and were able to create a conducive and comfortable environment for children during the learning process.

The presence of technology in learning is something that cannot be avoided, so you must prepare yourself to be able to take advantage of technology in learning. Because the current situation is a very rare phenomenon, various parties must adapt to the current situation. Based on observations made on October 18 2021 at Pertiwi Mlatinorowito Kindergarten which is in the Mlatinorowito Subdistrict, Kudus City District, it shows that the Kindergarten already uses the Whatsapp social media application as a medium for providing or conveying learning material. Activity material is provided so that children remain active to keep learning from home with the assistance of their parents. With different learning as usual, it requires all parties, starting from teachers, parents and students to work together (Khadijah & Gusman, 2020). Researchers also found a lack of discipline in participating in online learning, dishonesty in doing assignments because a lot of it was done by parents, children's lack of a sense of responsibility in doing assignments was caused by facilities from parents in the form of smartphones which were limited and had to be used alternately with parents.

Herlinawati (2011: 30) argues that learning that is carried out in an orderly and regular manner will make the learning process feel smooth, without encountering obstacles and distractions. Setting a good study time and repeating the lessons that have been given, will increase perseverance and increase the likelihood of students' opportunities to achieve good learning results. If students have discipline in learning, they will always be motivated to learn. It is different with students who are not disciplined in learning, usually slow to grasp the subject matter being taught and are not motivated to learn, and are often lazy to study. Without discipline in learning, it can make students face learning difficulties and will ultimately affect their learning outcomes

Diah Pratiwi and Wening Rahayu's research (2021) entitled *Analysis of the Impact of the Covid-19 Pandemic (Case Study of the Online Learning Process in Kindergarten Schools While Teachers Do Work From Home)*. In this study, the dimensions explored were affect, perception of course, perceived learning outcomes, attitude, intrinsic motivation and extrinsic motivation. This study concludes that online learning demands for kindergarten school students during work from home can be well controlled when teachers and parents work together in positive terms.

Research conducted by Shodiq & Zainiyati (2020) entitled "Utilization of E-Learning Learning Media Using WhatsApp as a Solution in the Middle of the Spread of Covid-19 at Kindergarten Nurulhuda Jelu". The results of this study indicate that the use of WhatsApp media as a learning medium in the midst of a pandemic is very appropriate, considering that this application is very easy and simple to operate and of course has features that make it easier for users compared to other online applications. Through the whatsapp group, texting communication can be done and does not require a large quota, so the cost is low. Apart from that, WhatsApp groups can send pictures, voice notes, and videos (Pertiwi, 2020). The use of whatsapp groups as a medium of communication in online learning can foster morale in early childhood through assignments given by teachers such as singing online, practicing discipline when studying and practicing responsibility and honesty in carrying out assignments. Based on the phenomena found, the researcher is interested in researching with the title "the application of WhatsApp group-based online learning to foster morale in early childhood".

METHOD

This research is classified as a qualitative research type using field research. Arifin (2015: 18) explained that this research was conducted where the symptoms were studied, the data obtained from observations, both directly and indirectly. This qualitative research approach is descriptive. Arikunto (2013: 3) explains that descriptive research is intended to investigate the circumstances, conditions or other things that have been

mentioned, the results of which produce descriptive data in the form of written or spoken words from people and observed behavior.

The type of data used is a type of qualitative data. Qualitative data is data in the form of words, schemes, and pictures (Sugiyono, 2015:93). Qualitative data in this study are in the form of interview data, documentation, and observation data. In this study, data sources are divided into two, namely primary data and secondary data. The primary data used was obtained from the reports of the principal, class teacher, and homeroom teacher from Pertiwi Mlatinorowito Kindergarten, while the secondary data used was obtained by researchers from literature, documents, notes that state the subject matter and then used as a theoretical basis.

The place of this research is located in Pertiwi Mlatinorowito Kindergarten, Kota District, Kudus Regency. This school was chosen for research because the observations were relevant to the material and the researcher's goal of implementing WhatsApp group-based online learning to foster early childhood morale.

In the research process, researchers used observation and interview techniques. The observation used was passive participation observation by the way the researcher came to the observation site but was not involved in the activity by visiting the research subjects, namely the principal, class teacher, and student guardians. Observations are made directly either to the teacher when starting online activities or observations made in the WhatsApp group. In addition to observation, researchers used interview techniques conducted with informants and research subjects using semi-structured interviews. With interviews, researchers will find out more in-depth things about participants in interpreting situations and phenomena that occur, where this cannot be found through observation (Sugiyono, 2011: 319). Especially with this type of semi-structured interview, researchers will find problems more openly, where the parties invited to the interview are asked for their opinions and ideas (Sugiyono, 2011: 320). The research subjects in this study consisted of 1 school principal, 2 teachers, and 3 student guardians and interviews were conducted in person or via online.

Documentation was carried out by researchers to find out the application of online learning carried out at Pertiwi Mlatinorowito Kindergarten. Researchers documented all activities carried out by teachers and parents during learning activities during the Covid-19 pandemic both through existing documentation and other documentation to support research. Data analysis used in this study went through several stages, namely the data reduction stage which means summarizing, choosing the main things, focusing on important things by looking for themes and patterns and removing things or data that are not used, presenting data in the form of a brief description with narrative text, and concludes which contains answers to the questions in the problem formulation.

The validity of the research is carried out to prove whether the research being carried out is truly scientific research as well as to test the data obtained. In this study, the validity of the data used a triangulation technique, namely a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison of the data. In this study using source triangulation, technical triangulation, and time triangulation

RESULT AND DISCUSSION

Early childhood is the generation that will continue life in the future. Early childhood as a human resource asset that will bring progress and benefits to the life of the nation and state (Khaironi, 2017). In early childhood education, it is necessary to instill good moral or character education so that it will become a provision for children when they become adults in the future (Kusumawati & Zuchdi, 2019).

According to Kohlberg, the stage of early childhood moral reasoning regarding law and order states that people understand that rules are important to ensure a harmonious life together, and believe that their job is to comply with existing regulations. This requires early childhood moral education related to the implementation of existing regulations and refers to indicators of online learning discipline according to the 2012 Ministry of National Education which has indicators such as always arriving on time, being able to estimate the time needed to complete something, using appropriate objects. its functions, taking and returning objects, trying to comply with the rules that have been agreed upon, orderly waiting for one's turn, and being aware of the consequences if one is not disciplined.

The indicator always arrives on time, some children have attended online learning on time, but there are some children who are late. When a child is late, the teacher reminds the child via chat messages in their respective class groups. According to parents, some children are late for online learning because the cellphones are used alternately with their parents. In addition, children are late for online learning because children are less disciplined, so parents must always remind and get used to it. Research from Jamila, et al (2021) explains that some of the problems students face in learning at home are the lack of facilities that support the implementation of online learning where students do not have media in the form of smartphones or laptops to support the learning process so this creates confusion in dealing with the existing reality .

On the indicator of estimating the time needed to complete something, there are children who can complete tasks on time, but there are some children who have difficulty because they lack motivation. There are also children who have difficulties even though they have been given time allowance. Darmono (2021) explains that the role of the family is expected to be able to develop aspects of children, especially in their children's learning and education because children in learning without family assistance can cause learning activities to be hampered and experience a number of obstacles, so that in an effort to achieve achievements it is difficult to realize, especially in this pandemic situation.

On the indicators of using objects according to their function, the teacher must explain to the child. There are children who are able to use objects but still ask questions, so the teacher must practice using videos during online learning. Children need to be reminded about the wise use of cellphones and after using them, put them back in place. After watching the video, parents also provide examples to their children as assistance in learning. Sumriah & Purwanti (2022) states that children's cognitive recognition of objects based on their functions is still less visible than children who still ask the teacher for help to recognize objects according to their functions.

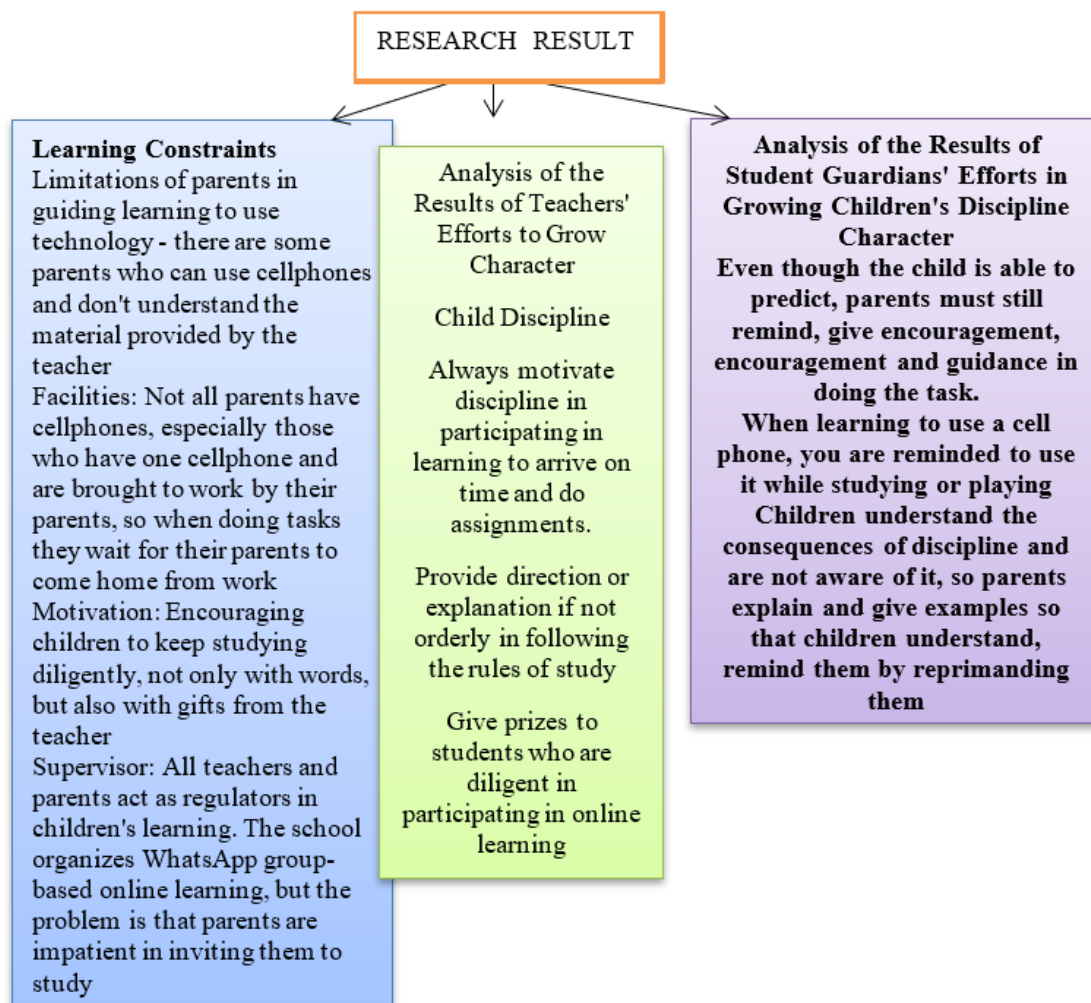
On the indicator of taking and returning objects, the teacher applies habituation to children and explains that objects will be damaged if they are not returned to their place. According to the parents, the child is able to put it back in place, but when the child does not do so, a warning will be given as assistance. Ihsani, et al (2018) stated that there was a significant relationship between habituation methods and early childhood discipline.

On the indicator of trying to comply with the rules that have been agreed upon, the teacher conveys the rules to the child according to the agreement with the child. It is necessary to strive for orderly children. Children sometimes forget the existing rules so they have to be reminded by teachers and parents. Ranti (2019) explained that the subjects in the study used an approach to improve the discipline of early childhood students by always reminding them which rules should not be violated during learning and children who are less disciplined will be separated from learning so that they can be controlled by the teacher. who handle children.

On the indicator of being aware of the consequences if not disciplined, children at school already understand the causes and effects of not being disciplined will be left behind, children will feel themselves when they violate existing rules. However, when at home, children do not understand the importance of discipline, so parents need to try by telling examples of stories about the importance of discipline, reminding children when they forget, giving reprimands and explanations when violating gets sanctions. Aulina (2013) explains that discipline in children can be done by providing an understanding of what is good and bad and giving messages of consequences when violating through punishment.

Data collection was carried out together with the school principal and the result was that due to the limitations of parents in guiding learning to use technology, there were some parents who could use cell phones but did not understand the material provided by the teacher. From the aspect of facilities, not all parents have cellphones. Sometimes HP must be used alternately by parents and children because the HP is brought by the parents at work, so the child has to wait for the parents to complete the task when they come home from work.

From the motivational aspect, the principal encourages children to study diligently and is rewarded by the teacher. From the regulatory aspect, the teacher gives a time limit for working on it for 4 days, but in practice, parents are impatient in inviting children to study.



CONCLUSION

Learning during a pandemic at Pertiwi Mlatinorowito Kindergarten uses whatsapp groups to foster early childhood morale with the support and collaboration of school principals, teachers and parents in carrying out learning via whatsapp groups. The disciplinary character of children after participating in whatsapp group-based online learning has increased, characterized by always arriving on time, being able to estimate the time needed to complete something, using objects according to their function, taking and returning objects, trying to comply with agreed rules, orderly waiting their turn, and realize the consequences if not disciplined.

The school principal's support in overcoming obstacles to online learning through WhatsApp groups, namely instructing teachers to provide lesson plan sheets, providing suggestions for parents with minimal facilities to join other parents, providing motivation to children in the form of prizes, and giving 4 days to do assignments.

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