

COMPILING PLAN OF LEARNING ACTIVITIES AND EVALUATION FOR EARLY CHILDHOOD LEARNING

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Abstract: This study intends to find out how the right solution to answer the needs of the implementation of Education in the covid 19 era as well as how to prepare learning plans and assessments that are in accordance with pandemic conditions. This study uses descriptive qualitative methods, with parents and teachers as data sources. Data collection techniques used were observation, interviews, and documentation studies. The results of this study indicate that collaboration between teachers and parents is needed in carrying out learning with the teacher serving as a planner of learning activities and implementing evaluators of learning outcomes while parents as executors of learning. There are differences in evaluation procedures between before and after a pandemic. Teachers need to make time for home visits to ensure the validity of the assessment results.

Keywords: Learning plan; evaluation; Early Childhood Education

INTRODUCTION

When we discuss about early childhood, what we have in mind is birth to eight years old children (Billingham & Billingham, 2019). With a cute face and funny behavior. However, behind the cuteness, early childhood has special characteristics and is different from other stages of age. These characteristics greatly influence the ability and learning process of early childhood. This is the characteristic of early childhood (Hägglund & Samuelsson, 2009), unique, egocentric, has a high curiosity, for children of the world is very interesting to explore. Children are also social beings who learn through interaction with people around them. Every children has short attention and high of imagination (Curtis, 2014). Early childhood is also a potential learner because early childhood is an effective learning period for children. Therefore provider early childhood education needs to fulfill the following principles (Buehler et al., 2016): learning through playing, oriented to the development and needs of children, focus on shaping character and life skills, and using various concrete learning resources such as real media as well as pictures, resource persons, and videos.

Covid-19 has become a plague that attacks whole the world (Worldometers, 2020). The presence of this virus has a major impact on the lives of the majority of people in the world. Every day we hear an increase in the number of people affected by this plague. All hospitals are full, Human life is simultaneously slowing down. Social activities are stopped, so that economic activity also slows down, even almost stopped. Everyone is required to stay at home by the government, to

prevent transmission of the virus (Bedford et al., 2020). Then what about the in education field? We know that education is a part of human social life. The presence of this pandemic has helped to change the world order in Education. With the cessation of social activities, the schools were ordered to close by the government. Both work and study must be carried out from home (Bedford et al., 2020). Teachers are asked to switch learning models from offline to online learning (Daniel, 2020). Parents also suddenly turn into teachers for their children at home.

The pandemic era has forced everyone to return to the most essential things of life to fight for (Vukovic, 2020) (Bedford et al., 2020). Included in the case of children and education. The high number of children exposed to COVID 19 (She et al., 2020) makes adults have to reconsider what is most essential from children's education. So that children must remain at home so as to be prevented from spreading and learning with parents at home.

But on the other hand, awareness of the importance of early childhood education is also very big and hard to miss. We know that Education in the early childhood period is the are foundational in nurturing a lifelong love of learning (Linda Richter, 2016), harnessing their curiosity and exploration of the world, developing social connectedness and sense of belonging, identity and wellbeing'. Based on this awareness and the current pandemic conditions, early childhood education needs to make a breakthrough / solution to meet today's challenges (Vukovic, 2020). This study intends to find out how the right solution to answer the needs of the implementation of Education in the covid 19 era as well as how to prepare learning plans and assessments that are in accordance with pandemic conditions.

METHOD

This research method uses a qualitative research method approach with the type of descriptive research. This study intends to explain the picture that occurs in the focus of research. Sources of data in this study are teachers, caregivers of parents of early childhood funds. Data collection techniques used in this study using interview techniques, observation, and study documentation. Interviews were conducted using unstructured interview techniques so that researchers could explore deeply about the focus of the study. As for data collection using observation techniques, researchers used participatory observation techniques. Participatory observation techniques allow researchers to be directly involved in the context of research in order to obtain a deep picture related to the topic being studied. Documentation studies are used by researchers to collect data in the form of learning methods and assessments made by teachers during a pandemic. The documents that became the research data were obtained from videos and photos of the teacher's documentation describing the learning methods and assessments conducted by the teacher during this pandemic period.

Analysis of the data in this study uses the technique of qualitative data analysis of Miles and Huberman. From the data collected the researcher conducts data reduction, then presents the data and concludes with drawing conclusions. To obtain the validity of the data the researchers used confirmability, triangulation, and adequacy of the reference tests.

RESULT AND DISCUSSION

Based on the results of data analysis, it is obtained that there is still confusion between parents and teachers regarding the effective division of roles in the administration of Education during this pandemic. Teachers experience many difficulties in implementing learning. Parents complained about the ineffectiveness of distance learning. Children are considered as not learning by parents because there is no increasing good in their children, especially academics. In addition, parents also complained about the severity of carrying out assessments for children. Both parents and teachers agree that children do not learn optimally while learning is carried out from home. In several regions in Indonesia, there have been several parental demonstrations against schools that have demanded that schools be reopened immediately.

During the covid-19 pandemic each component of Education experienced a confusion of roles in the implementation of the Education process. However, if returned to its original nature, namely: The teacher as an expert in the education process acts as a planner in compiling learning experiences and is responsible for evaluating the achievement of child development (Hughes et al., 2018). Parents with all the limitations they have, are helped by the supervision of the teacher. And schools as managers of the Education program are responsible for the sustainability of the Education process (Arruda Filho, 2017). With this collaboration children are expected to develop optimally.

In essence there are 3 models of distance learning that can be done during this pandemic, namely offline learning, online learning, and Flipped Learning (Deeson, 2004). Offline learning is a distance learning model where the teacher directly submits a learning plan to parents then takes the assessment through a home visit. Online learning is a distance learning model in which the teacher submits a learning plan and implements a learning program through the internet platform, both synchronous and asynchronous (Fryer & Bovee, 2016). Whereas flipped classroom is a learning model where children are given activities first then discuss online with the teacher through an internet platform (Mehring, 2017).

When teachers intend to use online learning modes, there are several principles that need to be considered (Macià & García, 2016). These principles include View children as learners in all moments and environment, Engage young children as co-designers in online delivery platforms, embracing their capabilities and skills having been born into the era of digital technologies, Draw on expertise and well-advanced online / distance learning strategies teachers in rural, Model a calm

and caring approach to children and their family's individual contexts and needs to provide a stable influence and support emotional wellbeing, Avoid trying to exactly replicate the face-to-face learning experience directly to an online learning platform (Vukovic, 2020). Apply inclusive practices to ensure all children have access to learning and are actively engaged in learning. Educate young children and their families and carers on e-safety; that is, remaining safe online.

How To Plan Children's Learning Experiences During A Pandemic?

To plan learning experiences for children, there are several things that need to be considered by the teacher, namely as follows (Hasbi, 2020): Lowering the standard of developmental achievements; Paying attention and adjusting the conditions of parents; Plan activities according to the characteristics of the age, abilities and needs of each child; Contains play activities that provide a meaningful learning experience; Does not require completeness of development achievements; Plan various activities; Focus on habituating life skills.

When teacher wants to using distance learning which is learning held from home, teacher has to consider about natural resources, maintaining relationship and belongingness, and how to build good relationship with expert (Vukovic, 2020). When planning the learning experience is made? The learning experience plan should be made by the teacher every week. Submitted and coordinated with parents every beginning of the week. In one weekly plan a lesson plan has been arranged for the next 7 days. This is an example of a week-long learning experience plan that can be used as a guide for parents in assisting children to learn from home.

RENCANA PELAKSANAAN PEMBELAJARAN MINGGUAN (RPPM)
BELAJAR DI RUMAH TAMAN KANAK-KANAK GEMBIRA
 Semester/Bulan/Minggu : I/Juni/Minggu ke 2

Tema : Rumahku, Tempat Bermainku
 Subtema : Semua yang ada di rumah
 Kelompok : B (usia 5-6 Tahun)

KD	Materi	Kegiatan Main
NAM 1.2	Merawat tanaman ciptaan Tuhan	1. Aku bisa menanam bunga 2. Yuk, kelompokkan daun-daun yang ada di halaman 3. Membersihkan kebun bersama ayah bunda 4. Hitunglah bunga-bunga yang mekar 5. Aku bisa membuat alat music dan bernyanyi dari benda-benda di halaman rumahku 6. Yuk membuat bunga dengan menggunakan batu-batu di halaman. 7. Asyiknya melipat dan mengelompokkan pakaian. 8. Lihat, lukisan rumahku 9. Membuat es krim bersama bunda 10. Aku dapat membuat apapun dari kardus-kardus bekas 11. Dan lain-lain Catatan: contoh-contoh kegiatan main, alat bahan main serta penataannya dapat dilihat pada buku saku "Pentingnya Bermain bagi Anak", "Bermain Sains", "Bermain Matematika", "Bermain Bahasa", "Bermain Seni", dll
FM 3.3 – 4.3	Gerakan untuk mengembangkan motoric kasar dan halus	
Kog 3.6– 4.6	Pengelompokan Bilangan	
Bahasa 3.11 - 4.11	Menceritakan kembali kegiatan yang sudah dilakukan	
Sosem 2.5	Berani mengungkapkan pendapat	
Seni 3.15 – 4.15	Ekspresi seni music dan kriya	

Picture 1. Lesson plan for a week during pandemic era

As for the role of parents at home as mentors of children learning is also not easy. Parents need to develop the following ways so that children can learn and develop optimally (United Nations International Children Education Fund [UNICEF], 2020), namely:

1. Plan a routine together

Try to establish a routine that factors in age-appropriate education programmes that can be followed online, on the television or through the radio. Also, factor in play time and time for reading. Use everyday activities as learning opportunities for your children (Campbell et al., 2008). And don't forget to come up with these plans together where possible.

2. Have open conversations

Encourage your children to ask questions and express their feelings with you (Centers for Disease Control and Prevention, 2001). Remember that your child may have different reactions to stress, so be patient and understanding. Start by inviting your child to talk about the issue. Find out how much they already know and follow their lead

3. Take your time

Start with shorter learning sessions and make them progressively longer. If the goal is to have a 30- or 45-minute session, start with 10 minutes and build up from there. Within a session, combine online or screen time with offline activities or exercises.

4. Protect children online

Digital platforms provide an opportunity for children to keep learning, take part in play and keep in touch with their friends. But increased access online brings heightened risks for children's safety, protection and privacy (Robertson et al., 2018). Establish rules together about how, when and where the internet can be used. Set up parental controls on their devices to mitigate online risks.

5. Stay in touch with your children's education facility

Find out how to stay in touch with your children's teacher or school to stay informed, ask questions and get more guidance. Parent groups or community groups can also be a good way to support each other with your home schooling.

How to Assess Early Childhood Learning and Development

Assessment are The process of stimulation through play activities while learning to achieve the development of children according to age. In Indonesia there are 6 aspects of development that are the focus of development at PAUD level (Khaironi, 2018). he six aspects of development are aspects of cognitive, social and emotional, physical and motor development. Language, religious and moral values, and Art. To be able to conduct an assessment of the six aspects of development, a teacher needs to pay attention to the principles in the assessment (Nurhayati & Rakhman, 2017):
Educative: encouraging children's progress toward development through meaningful educational activities; Authentic: associated with real conditions during play activities while learning is carried out continuously; Objective: Appropriate, the indicator of developmental achievements and free

from the influence of subjectivity; Accountable: have a procedures and clear criteria, set out and planned in early learning; Transparent: the results of the assessment can be accessed by all stakeholders, especially the parent.

The existence of the covid pandemic 19 has made great changes to learning activities, especially assessment activities. There are three assessment activities that have changed due to the pandemic conditions, namely in the case of the assessor, the process and mechanism of the assessment, and in the case of the assessment technique and instrument. In the aspect of the assessment actors, prior to the pandemic the assessment activities were carried out independently by the teacher (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014). But after a pandemic occurs, assessment activities must be carried out collaboratively and cooperatively between teachers and parents. In the aspect of the task of carrying out the assessment there was no significant change in the teacher. The teacher remains in charge and is responsible for all assessment activities which include planning, implementing, managing, filing, and reporting (Zahro, 2015). In this aspect, parents play a role as parties who collect data on the assessment of student learning outcomes. This task is part of the teacher's task in carrying out the task of implementing the assessment for children. In the technical aspects and assessment instruments there is no difference either before the pandemic or after the pandemic.

The first task of Early Childhood Education teachers in relation to the implementation of the assessment is to prepare an assessment plan for early childhood learning outcomes. The steps that must be taken by the teacher in compiling the assessment plan are :1) Determine Basic Competencies and formulate Activities: it mean Develop RPPH and determine the aspects of development that will be assessed by the STPPA and determining the number of indicators assessed; 2) Establish assessment tools and criteria, it mean In determining the assessment tools must be adjusted to the indicators set out in the RPPH; 3) Determine the best time and place, it mean Determine the most suitable time to see the indicator and Determining appropriate indicators to be observed activity.

The second task of a teacher in an assessment activity is to carry out the assessment activity itself. In carrying out assessment activities, teachers can use various assessment techniques. There are five assessment techniques that can be used in early childhood assessments, namely: observation, interview, performance, formative assessment, and Growth and Medical Health Check (Zahro, 2015). Each of these assessment techniques has their own data collection instruments. The assessment instruments that teachers can use when using observation techniques are daily notes, anecdotal notes, and art work notes. As for interview techniques, teachers can use conversation notes as an assessment instrument. Instrument assessment for formative assessment and performance techniques can use task assessment and performance appraisal. As for growth and health checks, teachers can get them through medical health records (Marhaeni, 2015).

The teacher's task in the next assessment activity is to process and compile the results of the assessment. There are three stages that can be done by the teacher in processing and compiling the results of the assessment (Zahro, 2015). First, Merging data collected through observations written in anecdotal notes, daily, performance, and children's workart to be recap and processed. Second, The results of the merging of recap data are entered into the KD table and indicators by providing a checklist. Third, The results of the checklist can be used as evaluation material to be communicated to parents (Marhaeni, 2015).

After the teacher processes the results of the collected assessments, the next task of the teacher is to report the results of the assessment that has been processed to parents (Zahro, 2015). Reporting is an activity to convey and communicate the results of teacher assessments about the development of students (Harris & Brown, 2009). Reporting on the results of the assessment needs to comply with ethical principles in reporting. Ethics in reporting the results of the assessment are Performed face to face, There is communication and discussion (child development, children's activities, advice for parents), and Maintain the privacy of children's data. Time of Reporting Reporting can be done within a certain period of time such as quarterly or six-month reports (one semester)(Suhendra et al., 2007).

CONCLUSION

Education in the pandemic period is a momentum of need for collaboration between parents and teachers in supporting children's education. There needs to be a clear division of tasks between the roles of teacher and parent. The teacher acts as a planner of learning activities and implementing learning outcomes assessments. Parents act as implementers of learning and data collection processes and learning outcomes. There are many assessment techniques that can be used to carry out assessments in pre school during a pandemic. Online learning requires us to think differently about lesson planning. Teacher need to keep activities simple and to not plan too much because our children are young and need adults to help them and record their learning so it can be shared. When make online lesson plan, teacher need to decide what standards I want to assess. Teacher also need to think about families condition

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