teacher's perception on online learning practices

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CHAPTER I
INTRODUCTION

4.1 Introduction

This chapter explains the basic base of the study of Islamic kindergarten teacher's perception on online learning practices during pandemic of COVID-19 outbreak.

4.2 Background of study

Coronavirus Disease (COVID 19) found firstly in Wuhan, China at the fourth quarter of 2019. It then begun to spread around the world as the World Health Organization (WHO) called it as Global Pandemic of COVID 19. Education also becomes one of the affected by the global pandemic. The World Health Organization has suggested that learning activities to be converted to online distance learning. Learning activities has been being switched to online learning due to the prevent of COVID 19 spread. This pandemic has made school closures and the sudden change of curriculum. This happen all around the global including in Indonesia.

Various policy has been made by the Indonesian government in order to reduce the COVID-19 cases. Educational policy during the pandemic of COVID 19 is made based on the consideration of the physical and mental health of all elements of school and used online learning as tool in learning activities as cited in the Regulation of the Ministry of Education and Culture No.21, 2020. Thus, all of educational level have to implement the online learning.

4.3 Problem statement

COVID 19 has impacted education sector by storm since it was announced as global pandemic in 2020. In order to prevent the spread of COVID 19, schools closure and the implementation of online distance learning plays as solution in this situation. Some of schools in Indonesia has not prepared well in implementing the online learning due to lack of facility and supporting medium.

Therefore, the researcher highly desired to explore the perceptions of Islamic kindergarten teacher of online learning practices. Teaching kindergarten kids is not similar to teaching high scholar even more difficult during this pandemic.

4.4 Research Objectives

The research objective in this study is to explore the perception of Islamic kindergarten teachers in Mataram towards the practices of online teaching during the COVID-19 pandemic.

4.5 Research Questions

The research questions in this study are:

1. How do the Islamic kindergarten teachers perceive the practices of online learning during COVID-19?

2. What are the challenges of practicing online learning during COVID-19 as perceive by the Islamic kindergarten teachers?

4.6 Significance of the Study

This study focuses on teacher perceive in online learning during COVID 19 and the significance of this study are :

1. To organize effective learning of implementing online learning to improve students' achievement.

2. To help students familiar with technology.

3. To explore the effect of using online learning on the achievement of students

4.7 Limitation of the study

This study have the limitations, the fact when doing collection data was done interview doing online because current conditions do not allow to meet face-to-face and the respondents used are from Indonesia who already have teaching experience using online learning

CHAPTER II
LITERATURE REVIEW

2.1 Introduction

A review of the literature relates to the aim of this study which investigates the perception of early childhood teachers on managing online learning. The consequences of early childhood teachers in managing online learning, especially during the current covid pandemic, are widely discussed, and a lot of research has been done to study this idea. The

improvement of the early childhood education system can only be made by the early childhood teachers themselves. Teachers are also the primary entity in the education system. Therefore, this chapter provides a summary of previous writings on the general overview of preschool teachers' perceptions in order to evaluate the researcher's own position on this topic in this research area.

2.2 Specification of Kindergarten

Kindergarten education is a type of early childhood education that focuses on children between the ages of four and six. Kindergarten education is critical in forming a child's personality and preparing them for the next level of education. Kindergarten education serves as a link between the home and the larger community environment, specifically elementary schools and other settings. According to a report of Clifford, R. M (2005) conduct in the US reported that the 2000 Current Population Survey, 52% of parents report that their 3- and 4-year-old children are in school, totaling around 4 million youngsters. Meanwhile, Bredecamp (1997) said that schooling for children Early childhood education encompasses a variety of programs that serve children from birth to age eight and are aimed at promoting the intellectual, social, emotional, language, and physical development of children. Before entering primary education, kindergarten education is very important for the loneliness of the child while in primary school, to increase the readiness of the child, a transition is needed where children get kindergarten education before going to primary, now this transition is very necessary to support readiness of the child. To aid children's transition to and adaptation within kindergarten, one strategy is to employ specific methods that establish relationships between children, families, pre-kindergarten and kindergarten instructors, and classrooms in order to foster adaptive and supportive experiences (Bogard & Takanishi, 2005; Kagan, 1991; Zigler & Kagan, 1982). Effective transition planning is anticipated to connect a child's support systems in order to provide social and emotional support to the kid through a potentially difficult time, as well as to establish coherence and consistency across curriculum, expectations, and experiences (Pianta & Cox, 1999). Basically, the concept of education from this kindergarten is learning and playing, as already explained, the age of this education starts from the age of 4-6 years, therefore, at this age, a child cannot be too forced to think, because their mindset is still very young. As research conducted by Puteh & Ali (2013) stated that, The importance of play as a child's instinct, the relationship between play and domain development, game

types, theoretical perspectives on play, curriculum-based approaches to play, play in context education, teachers as implementers of teaching and learning through play, study space, materials, and toys, as well as proposed implementations and activities. Learning through play is a highly successful teaching and learning approach for children. This strategy will also provide them with enjoyment and pleasure during the delivery of the instruction. Children's play activities will help them improve their physical and cognitive abilities, as well as their linguistic competency in terms of vocabulary and grammar norms.

In its implementation, according to the Qur'an, kindergarten has also fulfilled the basic concepts that must be taught to early childhood such as morality. From the results of research by Sazali & Al-Hadith (2010) has explained, There are several factors that must be considered and implemented when educating children, including education of faith, worship, morality, physical, intellectual, emotional, and social development. And of all these concepts, Kindergarten has implemented them in the learning and teaching curriculum.

2.3 General Issue on Kindergarten Teachers' Perception regarding Online Learning

The COVID-19 pandemic situation is very influential on the education system, both at the basic level and up to the high level. This citation requires students to start learning online and forces teachers to better understand and understand the world of technology so that the learning and teaching process continues even though online. With the situation in the midst of this pandemic, early childhood teachers are also required to know how to manage online learning. From this principle, many teachers have a positive view of this online learning method, As Drenoyianni & Selwood (1998) state, "the majority of teachers in a research expressed favourable attitudes toward online learning, even if it did not alter their teaching technique; yet, online classes can help children learn" (as stated in Onuoha et al., 2015, p. 007).

Additionally, online learning is education conducted on the internet via any device, which could be a television, phone, or other device. As online learning occurs currently in the COVID environment, two approaches have been identified by teachers in the literature. There are two types of online learning: synchronous learning, which involves direct interactions between students and teachers via online forms, and asynchronous learning,

which involves learning indirectly through the use of independent learning tools such as a learning management system (LMS) such as Moodle, email systems, Wikipedia, and videos (as cited in Rasmitadila, et al., 2020, p. 91). Thus, depending on their level, pupils may use either method. As preschool children range in age from three to five years, methods can be used to make learning more participatory for them. Managing youngsters between the ages of four and six years is significantly more tough and challenging for teachers (Fotii, 2020).

Another quantitative survey was conducted in China to ascertain teachers' attitudes toward online courses. According to the survey, 52.12 percent of teachers supported the e-learning system, and 55.31 percent got training via a variety of means, including television videos, live videos, online tutorials, and relevant courses. The study discovered that teachers who received training performed better. However, 41.26 percent of the study's teachers find online education somewhat challenging (Yang, 2020).

Whereas another investigation on remote education preparation discovered that 90% of preschool and special education teachers surveyed were encouraged to utilize distance learning despite a lack of experts, varied students, and medical help (Fedina, et al., 2017).

2.4 Preparation of Teachers for Online Learning During COVID-19

In research conducted in the United States of America, according to Martin, Budhrani, and Wang (2019), "the readiness, attitude, and aptitude to teach online, such as how to generate content, manage time, and deal with technical challenges, are regarded highly" (as cited in Lapada et al., 2020, p. 129). Teachers had to consider a variety of options when it came to selecting their delivery systems, which included Zoom meetings, Google Classroom, and YouTube videos. Certain individuals opted for both synchronous and asynchronous communication. According to Phan & Dang (2017), "time management, technical competence, techniques, training, skills, and pedagogy are all fundamental parts of online learning during COVID-19" (as cited in Lapada et al., 2020, p. 129).

For example, one music teacher in the United States of America employs asynchronous classes for discussions and synchronous classes for planned sessions, as well as giving parents tutorials on online classes and asking students to review their online class performances (Kim, 2020). This indicates that the teachers are putting forth sufficient effort to adjust to their new usual condition.

Teachers training programs that develop their ICT skills while also strengthening their ICT-related attitudes through the sharing of acceptable practices and positive experiences with online education in their work environment may be an effective way to prepare teachers for

online education while reducing their work-related stress and increasing their sense of organizational support (Alemu, 2015). Whereas in another survey, instructors and school counselors who indicated having preschool or younger children at home expressed increased anxiety about their online teaching (Kosir et al., 2020).

CHAPTER III

METHODOLOGY

3.1 Introduction

This section explains the research design in order to find out the teacher's perception on online learning practices. Finally, this chapter explains data collecting and procedures.

3.1 Research Design

This study is aimed to explore the perception of Islamic kindergarten teacher on practicing the online learning during the outbreak of COVID-19. This study is conducted by using qualitative research design. Exploring peoples' action, feeling and utter are the purpose of the utilization of qualitative research design (Milliken, 2019).

3.2 Population and Sampling

The researcher implied the non-probability sampling. Non-probability sampling is a strategy to choose samples in which the subject does not have equal opportunity to be chosen as respondent in the population (Piaw, 2016). There is an Islamic kindergarten teacher participated in this study.

3.3 Instrumentation

This study employed semi-structured interview to collect data. Open-ended interview is being the main instrument in this study. This instrument consisted of 3 sections. First section is respondent's demographic profile questions. Second section is questions exploring on teacher's perspective on online learning practices. Last section is questions on the challenges which teacher faced during practicing online learning. This instrument will hopefully be able to be a tool to answer the research question proposed in this study which is to explore teacher's perception on online learning practices.

Below are the interview questions :

1. how do you feel about this new learning culture namely online learning?

2. What do you think about this online learning strategy from the school you teach?
3. what problems do you face with this online learning practice during pandemic COVID

4. What are the biggest challenges you face in changing from face-to-face learning to online classes?
5. Do you often give appreciation when students behave positively during this online teaching?

3.4 Research Procedures

This study aimed at exploring the perception of Islamic kindergarten teacher towards online learning practices during COVID 19 pandemic. This research has been carried out since June 2020 under qualitative research design. Firstly, the researcher determined the research objective while reviewing the current situation in learning activities during COVID 19 outbreak. The researcher prepared instruments for interview purpose and contacted respondents. After conducting interview, the researcher then analysed interview data. Lastly, the researcher then reported the findings in this research.

3.5 Method of Data Collection

Interview is one of the main tools in qualitative research design to collect data. Online interviewed is being the most preferable to be the method of collecting data during this COVID 19 pandemic. Therefore, the researcher used WhatsApp call to be the media of interview.

3.6 Data Analysis

After gaining the data, the researcher will transcribe the interview as supporting evidence and reference. The purpose of doing so is to gain a good framework from the data (Beck, 2010).

3.7 Conclusion

As a conclusion for this chapter, the method for this research is by call interview via online and the respondent from Indonesia. The respondents have thorough experiences of online learning during pandemic Covid . This chapter is important in the research process to complete the entire research. The analysis of information from respondent will be discussed in the next chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter, the researcher presents research finding and discussion. In this chapter the writer presents the answer of research question that contained in the first chapter. These findings obtained from observation interview analysis.

4.2. Demographics of respondents

Respondent is teachers from Indonesia and this respondent have experiences doing online learning and teach kindergarten students.

4.3. Research Findings

After conducting the interview with respondent which focused on respondent' perceptions about the use of online learning, researchers got opinions about the use of online learning during the Covid-19 pandemic where respondent has perceptions about online learning. Before turning to specific findings that focus on teacher or respondent 'perceptions of the use of online learning, the researcher wants to show of the respondent' perceptions about the use of online learning during COVID-19.

4.3.1. Findings for research question one: How do the Islamic kindergarten teachers perceive the practices of online learning during COVID-19?

This finding based on data from the respondent. The first question in this study investigate about how do the Islamic kindergarten teachers perceive the practices of online learning during COVID-19. For research question one there are **4 codes and 1 theme**.

Table 1 codes for research question one

CODES	THEME
Using online learning less effective	Teacher experiences in engaging the

	students using online learning.
Teacher uncomfortable using online lerning	
Online learning increase students' active in class	
Online learning increase students interest	

Based on table 1 above, shows 4 codes for research question one. A theme named "Teacher experiences in engaging the students using online learning " emerged from codes: using online learning less effective, teacher uncomfortable using online lerning, online learning engage students active in class and online learning increase students interest.

Below is the interpretation of the codes.

4.3.1.1 Code one: Using online learning less effective

Based on the data above, the experience of teachers teaching kindergarten students in implementing online learning during the pandemic has had an impact on both teachers and students. respondents said using online learning is less effective, this is because the teachers in this study used as samples are teachers who teach kindergarten students who are not familiar with how to use gadgets in online learning.

"Of course, the first one teaches them from home and does not do face-to-face, maybe all schools do online learning, so in my opinion it is less efficient because especially I am a kindergarten teacher, so the kindergarten teacher teaches children to build their character, so we as teachers see how their growth and development, so in my opinion they are lacking in online learning but online learning has positive and negative aspects,the positive aspect we can control their development in whatever they do at home. When studying online we can see that they are at home some are still accompanied by their parents to study and the time is not as much as at school, the time is short so I definitely feel when learning this new culture is a new thing and the first time"

(Respondent)

From respondent, although online learning is less effective, there is also a positive effect, namely being able to control the development of students and monitor what students do at home.

4.3.1.2 Code two: Teacher uncomfortable using online lerning

Respondent said that using online learning made it uncomfortable because before the COVID-19 pandemic, they never used online learning and during this pandemic, the learning process was suddenly changed from offline to online.

"The first time I felt uncomfortable because suddenly they went offline to online as we know because kindergarten children mostly can't use technology because they are still small, still 5-6 years old, some can't use technology like handphone. because now all online learning, like it or not, all children are taught, so I don't think it's comfortable then they will use gadgets too often, if they use gadgets for positive things that good but later they will become addicted even though they use gadget for learning, that's what makes me feel uncomfortable"

(Respondent)

The finding shows the thing that make respondent feel uncomfortable is also the fear that her students will become addicted to using gadgets and not using gadgets wisely.

4.3.1.3 Code three: Online learning increase studentss' active in class

The experiences of teachers doing online learning in kindergarten students is that students want to follow what the teacher asks and there are students who when doing offline classes are less active but when doing online learning they become more active.

"Alhamdulillah, all of them are obedient, what I instruct they want to follow, and they accept and want to learn what I teach and instruct, but when offline there is one child who surprises me because what I know this child when in class is quiet and doesn't talk much, when playing with his friends he is just silent but when studying online he is more active"

(Respondent)

The finding shows online learning can make students more active in the learning process., so it can conclude online learning have positive effect. This is related with previous study "One reason why there is so much discussion around online learning is that there are many purported benefits and uses of online learning. Some of the most important ones are: its effectiveness in educating students, its use as professional development, its cost-effectiveness to combat the rising cost of postsecondary education, credit equivalency at the postsecondary level, and the possibility of providing a world class education to anyone with a broadband connection (Bartley & Golek, 2004).

4.3.1.4 Code four: Online learning increase students interest

When doing online learning during the covid 19 period, the respondents' experiences teaching kindergarten students were enthusiastic students to take online classes and the teacher also gave appreciation to students who could make students enthusiastic in online learning and this could increase student interest in online learning.

"*they are very enthusiastic even though they are online because they are happy to meet their friends even though they are online*"

(Respondent)

"*Every time they learn, for example when I teach Iqro or teach reading I am happy to give them praise or appreciation for example MasyaAllah, Tabarakallah is very good, great, keep being a smart child, pious. By giving this appreciation they are more enthusiastic and also give they are enthusiastic even though they are learning online*"

(Respondent)

4.4. Main findings for research question one

As teachers we have an obligation to make students understand the material we convey and also make students actively involved in the learning process both online and offline.

The main finding for research question one is: To answer the research question one, the respondents mentioned that teachers perceive the practices of online learning during COVID-19 less effective because the students being taught are kindergarten students who are not familiar with gadgets and how to use these gadgets for online learning, but online learning also has positive benefits, namely it can make students enthusiastic and more active in following lessons and this can increase student interest.

4.5. Findings for research question two : What are the challenges of practicing online learning during COVID-19 as perceive by the Islamic kindergarten teachers?

The findings for this research question two are based on data from respondent. Research question two asked about the challenges of practicing online learning during COVID-19 as perceive by the Islamic kindergarten teachers?

For research question two there are **one theme** with **two codes** from respondent.

Table 2 codes for research question one

CODES	THEME
Students don't understand how to use the tools for online learning	Teacher challenges from students factor
Lack of time	

4.5.1. Code one : Students don't understand how to use the tools for online learning

Based on the respondent the problem faced is students do not understand how to use the tools used in online learning such as mobile phones and laptops because the students being taught are kindergarten students who are not familiar with gadgets so that teachers have difficulty teaching online for the first time. in online learning the teacher uses applications such as zoom and students do not understand how to use zoom so the teacher must explain how to use the application, as respondent mentioned below:

"The problem that I face when learning online, first I think the introduction of the application, because we use zoom, at that time we used zoom to learn online for the first time, as teachers at school we gave them the first explanation to their parents how to use it, because we as someone who is new to using zoom, how to use it, what to do then parents will explain to their children. This kindergarten is divided into two classes, there are group A and group B. Group A we classify children aged 4-5 years old and still new, while for those in group B, they have been in school for almost a year and have studied offline, now when they were in class A for class B now they have been taught how to before learning what they should do, manners , etiquette. I teach class B, and class B when they are explained by their parents how to use this zoom application, Alhamdulillah they can and when online they learn on their own so I think they should be accompanied first to learn online, first they might be confused, what is this all of a sudden suddenly learning online. so the problem that I face When studying online when giving students the material there is something they don't understand, compared to face-to-face learning, I think children understand more, they are still confused even though we have explained it when doing online learning, then what I teach when online is read and iqro, read and iqro there are children whose problems, for example, we explain about the method of reading, there are children who cannot read, for example, the material for recognizing the

letter NG, even though in the application for online learning there is a layer like a blackboard, we write it down We will explain the introduction of the letter N. When it comes to reading material, there is a child who For those who can't read story books, offline is more flexible to explain and the time is also limited so they have a timer for study time. that's what i face when learning online"

<div align="right">

(Respondent)

</div>

The finding shows the problems faced by teachers when conducting online classes in addition to problems students do not understand how to use tools and applications in online learning, students also do not understand the material being taught even though it has been explained.

4.5.2. Code two : Lack of time

When doing online classes with kindergarten students, the time is less, this is because students start to enter online classes at 9.00 am and teachers are afraid that using gadgets for too long will make students addicted to using gadgets.

"Initially we wanted to start class at 8:00 am but the students also got up late so we were afraid that if it was too early they didn't wake up, so the time was limited, because if students study too long using online, I think they get bored quickly because it is better to learn when they meet face-to-face with their friends, and for the matter of time, it is enough"

<div align="right">

(Respondent)

</div>

4.6 Main findings for research question two

Based on data obtained from respondent, main finding for research question two are the challenges of practicing online learning during COVID-19 as perceive by the Islamic kindergarten teachers are students do not understand the tools and applications used in online learning because they have never done online classes before the covid 19 pandemic and also students do not understand the material even though it has been explained and also less learning time when doing online classes because teachers are afraid when students use gadgets for too long makes students addicted to using gadgets and taking online classes for too long makes students bored.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1. Introduction to the chapter

This chapter highlited findings and recommendations from both of research objectives and questions. Researchers provides a suggestion for future researchers on this case study.

5.2. Discussion for Research Question One

COVID-19 has disrupted most industries in the world. Education is the only industry that fully transferred to online mode in most countries around the world. Online learning is the best solution for continuing education during the pandemic. Doing online classes requires media such as the internet, computers and cellphones. this tool is very helpful for students and teachers in conducting online classes. online classes are unfamiliar things for some teachers and students. we live in this pandemic era, so we have to get used to new things such as learning with online classes that have never been done before.

According to Ally, (2008), online learning is also perceived as the use of the internet in accessing material; interact with content, teachers, and other students; and obtain assistance in the learning process to acquire knowledge, meaning, and progress through the learning experience. This is important for them because during a pandemic like this as for the perception of online learning.

Online learning is defined as learning that is carried out remotely with the help of electronic devices, such as tablets, smartphones, laptops, and computers that require an internet connection (Gonzalez & Louis, 2018). Based on the respondent's statement above, online

learning is a new thing for teachers and online learning makes teachers and students uncomfortable because they have never done online classes before, but in this pandemic era requires teachers to teach students online, online learning is also considered ineffective. Because respondents teach kindergarten students and when respondents do online classes there are students who do not understand the material being taught, but online learning can make one of the students who are less active when learning offline become more active when learning online. Online classes make students enthusiastic and willing to follow what the teacher tells them to do. Based on Platt et.al (2014), they claimed that online education has the potential to transform the education by expanding opportunities with new pedagogical methods hence making it reliable for both educators and students. But online learning also has challenges.

5.2. Discussion for Research Question One

Online learning have some challenges. This is because the respondent used in this study is a teacher who teaches kindergarten students and is not familiar with using tools or applications in online learning. So when online learning teacher must introduce media or tools that they use in online learning and that the challenges respondent's faced when do online learning and student don't understand about the material that teachers give and also time for learn is limited when do online class. Respondents mentiond online learning has positive and negative effects, this statement in line with previous research "There are some advantages and disadvantages of online learning; the accessibility of online education globally, saving time, money and effort are the advantages of online learning and the researcher mentioned there are also some other problems that

faced by students; such as, lack of digital skills in using the blackboard platform, the need for all online learning tools, tools, systems (Mahyoob, 2020), this result from previous result relate with result found in this study. Ismail et.al (2020) was conducted rsimilar research also mentioned participants point out the challenges of IT shortage skill. There are still many students at the university a setting that lacks basic skills and experience needed to be able to support themselves from technology perspective in online settings.

5.3 Limitations of Research

The limitations of this study is the scope of the study itself. The scope of this study focuses more on the perceptions in online learning during COVID 19 . Since the pandemic of Covid-19, all learning process has shifted to online learning completely. According to Hogges et.al

Other limitations of this research were the interview conducted was via online

5.4 Suggestion of research

Based on the conclusions which the researcher outlined above, the researcher proposes some suggestions, prepare maximum and effective strategies in online learning. so that what you get from the results of online class learning can be useful and can be understood as much as possible and understand more about applications used for online learning

5.5. Conclusion

Finally, it is concluded. Based on the findings discussed, the researcher concludes that the perceptions of teacher in online learning are;

1. Teachers' perception on practices of online learning during COVID19
   a. less efficient
   b. students lack understanding of the material presented by teacher
   c. teachers will feel uncomfortable
   d. all students become obedient when the teacher delivers the material in online learning
   e. students are very enthusiastic
2. The challenges of practicing online learning during COVID19 as perceived by the Islamic kindergarten teachers?
   a. students find it difficult to understand
   b. introducing media for online learning
   c. limited time

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