

## Improving the Ability of Ecce Teachers to Teach Online through Training on Playing Methods and Songs

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### Abstract

*Purpose:* The purpose of this training is to improve the quality of teachers, especially kindergarten teachers, in carrying out online learning at an early pandemic to be able to implement pleasant methods for children. *Methodology:* The training is the practice of gesticulating and song methods in the early learning process of children, given to the 35 preschool teachers who come from four schools in Bantul district. The hypothetical test for the effectiveness of the training online teaching methods through play and songs is known by performing a hypothetical test based on the analysis calculation of independent t-test samples. *Results:* The t-test analysis has obtained coefficients of Uji-t = 34.524 and data sig (2-tailed) = 0.000 can be concluded that Ho has been rejected and Ha has been accepted, which means that there is a difference in understanding and ability in teachers that follow the series of training methods by given online through play and song. The average value of pretest (re) pretest at 7.4857 and empiric mean (re) posttest at 17.2857. Thus it may be concluded that the teacher's understanding/ability after having taken the online learning training through play and song is higher than before taking the training. *Applications/Originality/Value:* online learning, Play and songs method, early childhood

### Introduction

Online learning requires all parties from teachers, parents, and students to work together. Cooperation carried out, such as teachers as activity planners and assessments of learning outcomes; while parents as a mentor for children while at home in monitoring the learning process. Online learning requires parents to be the "key" successor for this learning method. The Adaptation of changes in this method absolutely is very difficult to implement and apply, especially to students and parents (Hidayat, 2020). The Ministry of Education and Culture provides direction regarding the role of parents in this learning method. The parents must prepare learning tools, ensure that students are ready to take part in learning, prepare time to support the online learning process, encourage and encourage children to be active during the learning process, ensure that children fill out activity sheets, collect photos of activity sheets and child assignments every day, and provide children with learning places and facilities which is convenient. However, there are many obstacles for parents in carrying out this role, especially for parents who work and have to carry out *Work From Home* (WFH). Which is the role of parent as the successor to the delivery of material that should be carried out by teachers in schools (Kemendikbud, 2020).

Early Childhood Education in the implications and implementation of online learning requires professional academic educators. In addition, as a learning agent, a teacher must also work more creatively and extra in preparing learning plans (materials, materials, methods and RPPH) implementation, as well as evaluations used during the online learning process that are different from before being affected by Covid-19, so it can attract the interest and enthusiasm of learning students (Daulae, 2014). Teachers as learning agents (*Learning Agents*) find it difficult to develop their learning. The learning process that was previously carried out directly by achieving all aspects, both cognitive, affective, and psychomotor, has now turned into online learning or distance learning. This greatly affects the growth and development of early childhood. The child's world is a world of play that tends to involve children interacting directly, meeting face to face, and being involved in several activities. This face-to-face meeting will provide motivations for the child. Early Childhood Education is an education that has a strategic role to develop initial potential for children, to fulfill children's growth and development so that children have a foundation and readiness to attend education at the next level. Conducive learning is difficult to achieve during the Covid-19 pandemic, because teachers as the main actors in learning are struggling and experiencing many obstacles to create a positive learning situation. Early childhood learning activities require teachers to be closer both psychologically and physically because the learning scene for early childhood is more

informal, carried out through activities with many activities of playing, singing (with songs), and not having an academic achievement target, but optimizing development so that teachers can create a comfortable and safe learning atmosphere for children.

Based on the results of the distribution of questionnaires through *google form* media, to obtain the overview of problems and teacher needs during online learning, it's obtained the field data among children or students and parents feels physical obstacles during the online learning process, such as the availability of cellphones, laptops, signals, and financial support. (Zakiya & Nurhafizah, 2019). Learning assistance from parents, because of the busy work and the implementation of the work from home system. Meanwhile, the obstacle felt by teachers in facing online learning is that it is difficult for teachers to get a fun learning model online in early childhood. Therefore, in this community service activity, a fun online learning model training was made in early childhood through playing and song methods. Early Childhood Learning should be done in a fun way. Through the method of playing and songs, the child will easily remember the song accompanied by movement. Sometimes the child forgets the song but remembers the movement. The child learns to remember movements with certain words and learns to make movements to the rhythm. Children basically already have the potential to have musical rhythmic intelligence, such as when a child gets the desired item then he will dance around. Playing Motion and song are very closely attached and inseparable especially in providing learning to early childhood. Learning to play motion and songs is an activity in playing while learning and learning while playing. Activities carried out through playing movements and songs are expected to please children and touch children's development, increase self-confidence, sensitivity to the rhythm of music and dare to take risks. Through the method of playing movements and songs, it is hoped that it will be one of the effective ways for children to express themselves, overflowing with emotions, feelings of pleasure, relaxation, sadness, emotion and admiration. The method of playing movements and songs is an activity of enjoying songs accompanied by limb movements and is an activity of playing while learning which is expected to be very fun and can train sensitivity to the rhythm of music. Motion and songs are also able to develop the creativity of students, namely through the choice of the type of motion, the speed of movement with the tempo of the song. As well as the selection of the right songs where everything helps to develop the creativity of early childhood children in school. This method of playing movements and songs can also be applied and implemented by teachers as one of the active learning methods in online learning, so that the role of parents in learning can be effective, early childhood development is achieved, and early childhood competence can be realized optimally.

## Method of Implementation

The research design used in this study is quantifiable experimentation by providing treatment in the form of training to the research subjects. The ability possessed by the teacher after being given treatment so that respondents were given a questionnaire before (pretest) and after (posttest) the implementation of training. The population used in this study were teachers or teachers in public schools in early childhood education in the Bantul area. Based on data obtained from Datapendidikan.com (2021) there are 7 public kindergarten schools and 1,334 private kindergartens in Bantul district, Yogyakarta.

The training carried out is Training on Methods of Playing Motion and Songs in the Process of Early Childhood Online Learning, which is given to kindergarten teachers. The sample or participant was 35 teachers from five public and private kindergarten schools in Bantul District. The purpose of providing the training is to improve the quality of teaching staff, especially kindergarten teachers, in carrying out online learning in early childhood during the pandemic in order to be able to apply fun methods for children. The training process is carried out in three stages, namely the first stage of initial data collection, the second stage of the training implementation process, and the third stage is the evaluation of the training implementation. The following is a description of the stages of training implementation:

**Table 1.** Training Implementation Procedure

<b>Activities</b>	<b>Purpose</b>	<b>Procedure</b>	<b>Time Allocation</b>	<b>Tools and Materials</b>
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Initial Retrieval	Data	To get an idea of the problems faced by teachers during online learning in early childhood.	<ol style="list-style-type: none"> <li>1. Create a <i>google form</i> that will be shared via <i>whatsapp</i> message to kindergarten teachers</li> <li>2. The teacher fills out <i>the goole form</i> that has been distributed</li> </ol> <p>The Facilitator Team analyzes the results of filling out <i>the Google Form</i> to then make conclusions related to the problem faced and what is needed by the teacher to overcome the problem</p>	± 1 day	<i>Google</i> Early Childhood Learning Form
Training Implementation		<ol style="list-style-type: none"> <li>1. So that teachers know the appropriate early childhood learning methods to be applied during a pandemic</li> <li>2. So that teachers understand how to apply fun learning methods for early childhood during a pandemic</li> </ol>	<ol style="list-style-type: none"> <li>1. The facilitator distributes <i>the google pre-test form</i> to the participants and accompanies the trainees in the process of filling out the <i>google form</i>.</li> <li>2. Facilitator explains fun learning models for early childhood</li> <li>3. The facilitator provides examples of learning models through play (motion, song and singing)</li> <li>4. Facilitators divide participants into small groups according to school origin and ask participants to practice firsthand how to make children's songs and develop fun play learning models according to the material that has been previously provided.</li> </ol>	± 2 hours	<i>Google Form Pretest</i>  PPT Online Learning  Projector and Microphone  Snack, and lunch

**Table 2.** Evaluation of Training Implementation

Activities	Purpose	Procedure	Time Allocation	Tools and Materials
Training Evaluation	<ol style="list-style-type: none"> <li>1. To get an idea of the extent of the trainee's understanding in receiving the material provided</li> <li>2. To know the success of the training process</li> </ol>	<ol style="list-style-type: none"> <li>1. The facilitator asks participants questions regarding the impressions of participants during the training process, and how obstacles that may arise in direct practice create a model fun online</li> </ol>	± 30 minutes	<i>Google Form Post Test</i>

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that has been  
given

learning in early  
childhood during the  
pandemic.  
2. The facilitator shares  
the *Google Form Post  
Test* via whatsapp,  
asks participants to fill  
in, and accompanies  
participants during  
the process of filling  
out *the google form*

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## RESULTS AND DISCUSSION

**Table 3.** Pretest and Posttest Results

<b>Subject</b>	<b>PreTest</b>	<b>PostTest</b>	<b>Information</b>
1	7	17	+ 7 points
2	6	16	+ 10 points
3	8	18	+ 10 points
4	6	16	+ 10 points
5	7	17	+ 10 points
6	10	19	+ 9 points
7	7	18	+ 11 points
8	9	18	+ 9 points
9	8	17	+ 9 points
10	9	18	+ 9 points
11	8	17	+ 9 points
12	5	16	+ 11 points
13	6	16	+ 10 points
14	7	17	+ 10 points
15	7	15	+ 8 points
16	8	18	+ 10 points
17	9	19	+ 10 points
18	7	17	+ 10 points
19	8	18	+ 10 points
20	8	19	+ 9 points
21	7	17	+ 10 points
22	7	17	+ 10 points
23	7	17	+ 10 points
24	6	16	+ 10 points
25	7	16	+ 9 points
26	10	18	+ 8 points
27	7	17	+ 10 points
28	6	15	+ 9 points
29	7	17	+ 10 points
30	9	18	+ 9 points
31	6	17	+ 11 points
32	7	17	+ 10 points
33	9	19	+ 10 points
34	8	18	+ 10 points
35	9	20	+ 11 points
<b>Total</b>	262	605	+ 343 points

Based on quantitative results regarding the ability possessed by teachers to provide online learning through playing and songs, it was found that the score on the posttest scale after the teacher received training was higher than the pretest scale before the teacher attended the training. The results assume that there is an increase in teacher abilities after attending a series of trainings and then carrying out statistical tests to validate the result. This assumption is not only supported by the acquisition of existing scales, but the course of training also prioritizes the active role of teachers who become trainees to directly try and practice the material provided.

The implementation of the data analysis used is *an independent sample t-test*. Before the analysis is carried out, an assumption test is first carried out which includes a normality test and a homogeneity test. Test data analysis using the computer-aided SPSS Statistics Program Series *15.0 for windows*. The distribution normality test is used to determine whether *the sample* in the study is normally distributed or not. The data is declared normally distributed if  $p > 0.05$ . The results of the normality test on the variability of training for providing online learning methods through playing and songs obtained *Kolmogorov-Smirnov*  $Z = 0.145$ , with significance = 0.059, so it can be concluded that  $p = 0.059$ ; ( $p > 0.05$ ). The results showed that the teacher's ability to provide online learning to early childhood through play methods and songs distribution of variable data on training for providing online learning methods through play and songs met the normal distribution or represented subjects in the population.

The homogeneity test aims to determine whether the pretest and posttest teachers who are participants in providing online learning training through playing and songs come from the same population or not. The homogeneity test is carried out using the *levene's test for equality of variances*, if  $p > 0.05$  then the data distribution is homogeneous, on the contrary, if  $p < 0.05$  then the data distribution is not homogeneous. Based on the results of the analysis test above, it is known that the significance value (Sig.) of the training variable for providing online learning methods through play and songs has a value ( $p$ ) = 0.544 which means it is above  $p = > 0.05$ , it can be concluded that the two samples in the study have the same variant or come from the same sample (homogeneous).

Empirical Mean is a theoretical or actual mean or average value obtained by calculating data from scales / questionnaires that have been distributed in research. Based on the results of the analysis of research data conducted, it was obtained that the average value of the empirical mean (RE) Pretest was 7.4857 and the empiric mean (RE) Posttest was 17.2857. So that it can be concluded that the understanding / ability of teachers after attending online learning training through playing and songs is higher than before attending training.

The results of this community service show that the classification of implementation of online learning training through play and songs provides results that are good, this can be seen from the increase in teacher skills and knowledge related to fun online learning methods for early childhood after attending the training. This condition is known based on quantitative data (in the form of questionnaires), namely the questionnaire filling score that increases between before and after receiving training. In addition to being quantitative, based on observations, it was also seen that there was an increase in the ability to make and convey learning methods through playing and songs owned by participants. This condition is in accordance with the opinion of Hetherington & Parke (in Desmita, 2008), which states that a person is faster in learning something if he does learning activities while practicing it directly (*learning by doing*).

The improvement of ability is because in the series of training provided from the teachers who are the trainees are required and taught to play an active role in making, creating, and trying to practice how the learning method is delivered, so the teachers have experience in making up and deliver and also can be directly applied in the learning to early students in school. Said by Mulyawan (2013) that experience in training is the factor that most affects the professionalism of teachers in the field of study, so teachers in the field of study can make the most of their time to increase knowledge and skills through training.

The results of the training that improve the abilities of participants are also appropriate with the case study conducted by Kandou (2013) that said that the training and development carried out by PT. Manado water has a fairly high impact on work productivity. In addition, this is also suitable with the general objectives in a training as conveyed by Sudaryo (2018) that there are 3 general objectives of research, namely to develop expertise, to develop knowledge, and to develop attitudes. In the training conducted, participants gained experience and development in the skills of making an online learning method that was delivered by playing and songs so that learning objectives were expected to be better absorbed by students even though they had to be carried out online. Participants also get knowledge development such as how to and sequences needed in making and creating to how to convey well-made learning method products. In addition, participants also get attitude development so as to cause a willingness to cooperate with professional friends and with leaders.

## Conclusion

The training provided in this community service process, in the form of training on providing online learning to early childhood through play and songs is relatively effective to improve the skills and knowledge of teachers in creating fun online learning methods for early childhood. Based on these conclusions, it is recommended to kindergarten teachers or Early Childhood Education teachers to participate in similar training activities, which aim to increase knowledge and improve teaching skills in early childhood, so that in the learning process teachers can use methods that are suitable for student conditions and fun for children

## Recommendations

Based on the problems and field data that have been obtained after the implementation of the training, recommendations can be given, namely that the school is expected to be able to coordinate regularly, especially between class teacher and parent. This aims to create better cooperation between teachers and parents in the learning assistance process provided by parents to children when participating in activities online learning when at home, so that the objectives of learning can be achieved optimally.

## Acknowledgement

We would like to express our gratitude to all colleagues of "Ceria Bocah Indonesia" who helped in the process of implementing the training held. In addition, we would like to express our gratitude to the TK Negeri Pembina Bantul for supporting and allowing us to use the available land as a means of conducting training. And do not forget to express our gratitude also to colleagues who also help in the process of discussion, preparation, implementation, and evaluation of the training held.

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