Preschool Teachers’ Perspectives and Challenges in Online Teaching and Learning during COVID-19 Pandemic in Indonesia

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Abstract

COVID-19 has changed the world. It affects the educational systems too; nearly 1.6 billion learners in more than 190 countries and all continents (UNESCO, 2020). School closures have impacted the teachers and students from face to face classes to online classes – and hybrid classes too. Indonesia, as one of the affected countries, has decided to close the schools and all the teaching and learning processes are moving online. Schools and educational institutions from all levels, from preschool (Playgroup and Kindergarten – PAUD) to university, need to adapt to this situation. The purpose of this study was to identify preschool teachers’ perspectives and challenges during the COVID-19 pandemic. Qualitative research has been chosen for this study by conducting surveys, interviews, observations, and focus group discussions with the 35 preschool teachers as the research methods. The findings are analyzed using thematic analysis. The results show that preschool teachers are facing some challenges in implementing online teaching and learning, especially in engaging the young learners in online teaching and learning, time management, instructions and curriculum, and computer literacy and technical issues. All teachers agreed that they need teachers’ training and professional development which can address those problems. The findings also indicate that it is also needed the collaborative works from all components in education such as government, teachers, students, parents, school principals, and society to work hand in hand to solve the problems in teaching and learning during the COVID-19 pandemic in Indonesia.

Keywords: Preschool, teachers, teaching and learning, COVID-19, pandemic