

Online-Based Learning Innovation in the Covid-19 Pandemic (Study of PAUD Teacher Innovation during Covid 19 in Mataram City)

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Article History

Received : April 28th, 2022

Revised : May 25th, 2022

Accepted : June 01th, 2022

Abstract: The Covid-19 pandemic caused fundamental changes in education. One of them is the learning process is done online. This makes teachers innovate in the online learning process so that the learning process can run well and smoothly. Thus, it cannot be denied that the Covid19 pandemic has brought about a change in a new paradigm shift for teachers towards online learning that is rich with innovation. This study aims to describe Online-Based Learning Innovations implemented by PAUD teachers during the Covid 19 Pandemic in Mataram City. This study uses a survey method with a qualitative approach. In this study, data were obtained from interviews with 6 teachers spread across 6 sub-districts in Mataram City. The sampling technique used is simple random sampling. Data collection techniques used in this study were interviews and documentation. Data analysis used the Miles and Huberman model, which consisted of data collection, data reduction, and data presentation. The results showed that the innovations carried out by PAUD teachers were Learning from Home, Online Learning Via Whatsapp Group, Home Visit, Offline Rolling System, Parenting Team Work, Sasak culture-based ecoprint learning, and project-based learning.

Keywords: Learning, Innovations, PAUD, Covid 19.

INTRODUCTION

The Covid-19 pandemic has not only brought global changes to our country but has also affected the learning process in schools and universities. This pandemic has hit 215 countries in the world, providing its own challenges for educational institutions, especially universities (Adhe, 2018). To fight Covid-19, the Government has prohibited gatherings (Olivia et al., 2020). New habits by wearing masks and always washing hands, social distancing (social distancing) and maintaining physical distance (physical distancing) (Ophinni et al., 2020). Based on the Circular of the Ministry of Education and Culture No. 4 of 2020, the Ministry of Education and Culture for a while finally did not allow educational institutions to carry out face-to-face lectures, instead ordering them to carry out online learning. To mitigate the potentially devastating consequences of the Covid-19 pandemic, governments and stakeholders are encouraged to take policy responses (De Giusti, 2020). So that the arrangements for working hours, socialization and campus academics have changed after the implementation of the lockdown (Lianawati, 2022).

Since March 2020, we have been familiar with the term online learning (online/online), and learning from home. This is due to the Covid 19 pandemic that is sweeping the world, so to minimize the number of virus spreads, we must limit activities outside the home, avoid crowds and maintain physical distancing. (Olivia et al., 2020). In the realm of education, the teaching and learning process at almost all levels of education, including the PAUD level, is carried out online (online). (Nafrin & Hudaidah, 2021). This is where the role of early childhood educators is to innovate in changing learning that was originally done offline (face to face) to online (online) (Firman & Rahman, 2020). With that, since March 2020 finally all educational institutions are asked to be able to carry out online learning.

At the peak of the pandemic, almost all public and private schools carried out online learning. Until now, dozens of public and private universities in Indonesia have conducted online lectures or online learning (Susanty, 2020). In order to prevent the spread of Covid-19, WHO announced to stop activities that gather large crowds that can cause crowds. Therefore, face-to-face learning in the classroom that gathers teachers and students to be able to review its

implementation. Learning, of course, must continue with the provision that it must be able to prevent physical contact between fellow students and their lecturers (Sadikin & Hamidah, 2020). To solve that problem, according to (Bahtiar & Ibrahim, 2022) that one of the appropriate alternative learning systems during a pandemic is online learning. This is a face-to-face learning with online learning.

Online learning or also known as face-to-face online learning is carried out under the direct guidance of the teacher. Online learning is learning that utilizes technology, one of which is internet media to deliver or obtain learning materials more flexibly (Astuti & Febrian, 2019). POnline learning is basically distance learning (PJJ). Since the beginning, distance learning has always used technology for the implementation of learning, starting from the simplest technology to the latest. In brief, the history of the development of distance learning can be grouped according to the dominant technology it uses (Belawati, 2019). Online learning requires students and teachers to communicate interactively by utilizing information and communication technology, such as computer media with the internet, telephone or fax, the use of this media depends on the structure of the learning material and the types of communication required (Riyana & Pd, 2020). Based on the above opinion that online learning is communication between students and teachers interactively by utilizing information and communication technology. Therefore, innovation and creativity are needed in utilizing online-based learning.

Innovation in online learning is a must for lecturers and teaching staff. In fact, online learning needs to be redesigned by teaching staff to maximize its function. Especially to meet the needs of students. Students, especially millennial students who have been exposed to digital since birth, are certainly very easy to adapt to this technology-based learning (Susanty, 2020). According to (Mawati *et al.*, 2020) explaining that learning innovation is a renewal / change in a direction that is better adapted to the needs of children in carrying out the learning process. According to (Munawar *et al.*, 2013) explained that learning innovations based on cultural conditions based on local wisdom can improve early childhood learning. Therefore, lecturers are required to be alert to innovate and adapt to technology-based learning, mastering the use of contemporary digital platforms, such as google

form, google meet, zoom meeting, whatsapp, google classroom, quiziz, and others.

Collaboration between innovation and technology is very important in helping the learning process. This is increasingly felt during the Covid 19 pandemic. Universities must open up opportunities for technology to play a wider role in learning. Tam and El Azar as quoted by (Susanty, 2020) stated that the Covid-19 pandemic could cause three fundamental changes in global education. First, changing the way millions of people are educated. Second, new solutions in education that can bring much-needed new innovations. Third, the existence of the digital divide can lead to a new shift in educational approaches. Thus, it is undeniable that the Covid19 pandemic has brought about a change in the paradigm shift of higher education towards technology-based learning.

To break the chain of spread of COVID-19 requires cooperation from various layers. The various efforts made by the government are avoiding crowds, keeping a distance from other people, avoiding going out of the house unless it is very important, including people who work in offices, trying to do work from home only (Work From Home). Likewise in the field of education, learning is done from home (Learning From Home). Due to the implementation of Learning From Home, learning that should be carried out in schools where teachers and students can meet face-to-face and interact must be separated by distance for physical distancing. Students study at home and teachers provide online tutoring. This online learning is applied at all levels of education,

So important is Early Childhood Education as the foundation of children's growth and development. So the teacher must be able to make creative and innovative presentations, so that the goals of Early Childhood Education can still be achieved even in the midst of the covid 19 pandemic. Learning innovation can be interpreted as an idea, idea, or certain actions in the field of learning that are considered new to solve educational problems. Innovation in the world of education usually arises from the concerns of certain parties about the implementation of education. In addition to this basis, learning innovation is very important because it aims to improve the quality of learning, increase effectiveness and efficiency, adapt to the needs and developments of science and technology.

METHOD

This study uses a survey method with a qualitative approach. Qualitative data is data that is presented in the form of words (mainly the words of participants) or pictures rather than numbers. In this study, data were obtained from interviews with 6 teachers spread across 6 sub-districts in Mataram City. The sampling technique used is simple random sampling. Data collection techniques used in this study were interviews and documentation. The interview was conducted with the aim of obtaining information and an overview of online learning innovations used by early childhood educators during the pandemic.

Prior to the start of the interview, the participants were asked if they were willing to participate in the interview. The thing that was asked in the interview session was how are the learning innovations used by PAUD teachers during online learning?. Data analysis uses the Miles and Huberman model, which consists of data collection, data reduction, and data presentation (Sugiyono, 2018). The participants in this study were 6 PAUD teachers coded as G (Teacher) 1, G2, G3, G4, G5, G6.

FINDINGS AND DISCUSSION

The Covid-19 pandemic has impacted all aspects of life, including the field of education. Education is defined as a means to shape humans into individuals who are able to face the challenges of the times. During the COVID-19 pandemic, face-to-face learning was immediately changed to online learning. This makes PAUD teachers in Mataram City continue to innovate to create online-based learning innovations during the COVID-19 pandemic.

Here are some learning innovations by PAUD teachers in the city of Mataram during the COVID-19 pandemic.

Study from Home

Learning from home began to take effect when the COVID-19 pandemic entered Indonesian territory through a circular letter from the Governor of NTB, online learning will be implemented for all levels of education in the city of Mataram. Learning from Home is carried out with the principle of collaboration between teachers and parents. According to the information conveyed by the PAUD teacher

(G1):

“When online learning was first implemented, all levels of school education implemented learning from home. This learning activity is based on cooperation and collaboration between teachers and parents through the school committee. We discussed together between the school and the school committee, adjusting the school lesson schedule during BDR and implementing IT training for teachers”.

The results of the interviews above show that the implementation of learning from home begins with joint deliberation between the school and the school committee, adjustments to the school's lesson schedule during BDR and the implementation of IT training for teachers. Learning from Home is carried out with the principle of collaboration between teachers and parents. Teachers and parents use technology in the form of smartphones/android cellphones for online learning from home. This is done because face-to-face learning which was originally face-to-face which has become a tradition/culture of the Indonesian people has turned into online learning using technology (Sudarsana *et al.*, 2020). Teachers must be able to ensure that even though students study from home, students continue to study simultaneously even though they are in different places. This online learning system can be implemented through Whatsapp groups (WAG), the Zoom application, and Google meet. As conveyed by (Gunawan & Amaludin, 2021) that there are many platforms or applications that can be accessed and used as learning media to support the implementation of online learning such as Whatsapp, Google Meet, Zoom, Google Classroom, Telegram, or the Web which is made specifically for learning. Online learning requires supporting tools or mobile devices such as smartphones or android phones, computers, laptops, and tablets.

In this regard, the transformation of learning from face to face to online also appears various obstacles that must be passed by teachers or guardians of students. Many parents complain because of the limited technological facilities they have, such as smartphones, laptops and so on (Miarso, 2007). The use of information technology in online learning during the Covid-19 period has led to various responses and changes that affect the learning process and the

level of development of students in responding to the material presented. In addition, the COVID-19 pandemic has caused various responses and changes that affect the learning process and level of education (Aisa & Lisvita, 2020). In this regard, there are at least four roles of parents in the implementation of learning from home, namely as teachers in charge of guiding their children at home; as a facilitator who provides all online learning needs, a motivator who always gives enthusiasm for learning; and also as an influence (Winingsih, 2020). Especially for parents whose children are still in elementary school. In addition to the limited facilities they have, parents also find it difficult to guide their children to study at home, have difficulty accessing the internet, either because of the economy or geographical location.

Online Learning Via Whatsapp Group

The Whatsapp application is a social media application that is quite familiar in all circles of society. WhatsApp has many benefits during this pandemic, especially for online learning. The results of interviews with PAUD (G2) teachers are as follows:

"Because whatsapp is an application that is often used by parents, we from the school decided to learn online through whatsapp groups. Because BDR online. The steps for implementing learning during BDR are almost the same as at school"

The results of the interviews obtained information that every morning started learning by asking the attendance and condition of students virtually through the class WA group. After that, the guardian gives the material or assignments from each teacher according to the lesson schedule on that day. The next learning activity is by studying the material. Students are given a period of time to study the material independently. If the material is in the form of applying formulas, the learning continues with questions and answers in class groups. The assignments given by the teacher to students in the form of a portfolio include solving questions, making articles and project results, investigations, or student practice presented in writing. Completion and collection of assignments does not have to be done on the same day but is given a period of 1-2 weeks.

The goal is to give students the opportunity

to do assignments optimally and anticipate if students cannot access the internet. In addition, it gives students the opportunity to do assignments using their parents' cellphones. Usually cellphones are used or brought by parents to work until the afternoon. The results of student portfolio assignments are sent to the teacher using WA or e-mail. For the assessment of cognitive competence, teachers use the Google Form application or scanned questions or photos. The following is an example of the learning process using whatsapp groups as shown below.



Figure 1. Whatsapp group online learning process

The use of the WhatsApp application has many features including being able to send messages, voice notes, share photos, videos, and documents, there are groups that can accommodate more than 100 group members. Because this application is quite complete and familiar, WhatsApp has become one of the popular media in online learning at all levels of education, including PAUD. Students realize that WhatsApp groups have the potential for learning everywhere, and they have a good attitude towards this application as a teaching and learning platform. However, it was found that students were not ready to learn actively, collaboratively, and independently through WhatsApp groups. The academic and practical implications of these findings are discussed, and avenues for future research are outlined (Rahmadi, 2020).

The use of Whatsapp groups is in line with the research of Media Setyana Hutami, et al (2020, pp. 126-130). In this study, it was

conveyed that the Whatsapp group media was used as a teacher strategy in kindergarten in maintaining the enthusiasm of students to keep the enthusiasm for online learning in the COVID-19 Era. In addition, online learning using Whatsapp groups has significantly increased student learning outcomes through blended learning with the use of WhatsApp in increasing learning motivation during and after the COVID-19 pandemic for students in Learning Resources and Media Development Courses. Interestingly, online learning using WhatsApp Groups has been most effective in and after the COVID-19 pandemic. WhatsApp is easy, simple, and doesn't require a large data pulse (Susilawati & Supriyatno, 2020).

Offline Rolling System

Over time and the results of the online learning evaluation conducted at PAUD Mataram City, several problems occurred, including children who were getting tired of studying at home, parents starting to be inconsistent in collecting children's work. This encourages teachers to innovate again regarding the learning system that is carried out.

Based on the institutional meeting, it was decided that learning in PAUD began to implement offline learning but with a rolling system so that there were no crowds and still pay attention to health protocols. This offline learning policy has been carefully thought through involving school consultants, foundations and parental approval. Parents have previously filled out an approval form that their children are allowed to take offline learning at school.

The initial stage of offline learning is for the teacher to make a schedule and list the names of the children who go to school, which is a maximum of 5-7 children per day in each group. In addition, each group also has different hours of entry and exit so that there are no crowds. Offline learning activities during covid 19 only last 1.5-2.5 hours. Some rules must be obeyed by teachers as well as students and parents During offline learning during the covid 19 pandemic. Some of the rules include 1) teachers, children, and parents are required to wear masks while in the school environment, 2) children are required to bring healthy lunches, including cutlery from their homes, 3) no breaks for free play.

Parenting Team Work

During the pandemic, teachers maximize

collaborative parenting with parents through parenting assistance. This is a picture of the right pattern for parents in Andalusia Kindergarten in assisting children to learn online so that it can run effectively.

The form of collaboration between parents and teachers for parenting during the COVID-19 pandemic is educating children so that children are not stressed while at home. This is done because children have to adapt to the conditions that exist in the midst of a pandemic. Parents provide adequate nutrition to keep their children healthy and focus on doing online learning. In addition, parents have high cooperation in mentoring so that they are both in a motivated condition and in particular provide positive energy and enthusiasm for the children themselves. The results of the study stated that parents and teachers must establish good communication between teachers and parents of students to be the right way to provide solutions related to obstacles and barriers to children's online learning at home (Ginanto, 2020). The form of cooperation in parenting is carried out, there needs to be good communication between parents and teachers. According to (Irma *et al.*, 2019) teachers have a role as communicators between the school and parents and students to convey information related to learning.

Then, according to (Sari *et al.*, 2020) parents can provide children's play environment facilities, by utilizing tools and materials available at home as learning media, but there are also parents who do not prepare special facilities. This can be caused by several factors, including work, socioeconomic status of the family as well as the environment around the house.

Evaluation of Child Development Via Google Form

Assessment is a process of measuring the results of children's learning activities (Suminah, 2018). Assessment of learning activities in PAUD uses an authentic assessment approach. Authentic assessment is an assessment of learning processes and outcomes to measure the level of attainment of attitude competence (spiritual and social), knowledge, and skills based on actual facts. During the COVID-19 pandemic, teachers cannot meet face-to-face with students because children learn from home.

Based on interviews with teachers at PAUD, assessment of child development is carried out in collaboration with parents and

guardians of students. This is in line with research (Maryani, 2020). The results of this study explain that to assess children's development during the COVID-19 pandemic, teachers have an alternative collaboration with parents in reporting on children's activities while at home. As it is known that online learning in PAUD uses the Google Class application, the teacher conveys material through videos posted on Google's class for each group of children. After the children watch the video and do the activities, the parents fill out the google form and attach a photo of the proof of the child's activities. The results of this google form will be the basis for the teacher's assessment of child development.

Google forms is one of the services from Google to make surveys. All data entered in the google form will automatically be entered in the google drive account of the google form maker. The result file for the google form from the respondent can also be downloaded in excel form and can be sorted according to the wishes of the google form maker. Files sent on Google Forms will not fill cell phone memory, on that basis teachers at PAUD use Google Forms to archive photos of students' activities while studying at home as a basis for evaluating children's development. Through this google form, it is easier for teachers to assess each child because it is archived and well-systematic.

Sasak culture-based eco-print learning

The eco-print learning process is designed to enrich the learning content so that it becomes something new based on the needs and characteristics of early childhood based on local wisdom. In this case, the city of Mataram uses the Sasak culture. According to Ernawati & Sari, (2020) explained that local wisdom provides inspiration in creating a work that has the potential to be crucial enough to develop culture in accordance with the times without reducing the values of the distinctive character of the culture.

The process of eco-printing activities for early childhood begins with preparing tools and materials to make products that are compatible with Sasak culture. The teacher prepares tools and materials needed by children for the activity process, including drawing patterns on paper, brushes, watercolors, colored water from natural materials, scissors, colored paper, glue, knives and scissors. The pattern on the paper is a drum belek, then the children color the drum belek using colored water from the prepared leaves and

flowers.

As a color penetration material so that the material used does not fade easily and the leaf substance is not harmful. The size of the tools and materials is adjusted to the motor maturity and muscle ability of the child so that the child is easy to use. Then the teacher explains the function of each of the tools and materials provided. According to (Rahutami *et al.*, 2020) explained that the process of utilizing plants by utilizing surrounding materials as natural dyes.

Based on the results of research found by (Fatmala & Hartati, 2020) explained that previous eco-print learning had been conducted research on the effect of eco-print batik with children's artistic creativity in kindergarten. According to Irianingsih (2018), the eco-print technique is one way to process white cloth by utilizing various plants that can produce natural colors.

Project-based learning

A work project is defined as an in-depth and broad investigation or study of a specific topic that can be carried out by students individually or in small groups as well as from large groups according to the child's abilities, interests, and time. According to John Dewey, this is like the concept of learning by doing, namely that children are involved in choosing various learning topics that attract attention and there is more curiosity that is actualized individually or in groups.

Project-based learning comes from craft projects of items that are easily obtained both from school and at home. This craft project will receive direct guidance from parents, while the teacher will guide parents. After working on this craft project, the children's work will be presented online. In this craft project, the teacher provides several activities such as making a collage with seeds at home, creating from used goods such as bottles or cardboard, and others. For the collage activity, the school provided drawing media and wood glue, while parents were asked to provide the seeds they had at home to be attached to the children's media.

Children feel happy with this activity, by participating directly to produce their own work. From the activities above, the researchers found a pattern for the work project, namely the coordination of teachers and parents in carrying out the approach stages, namely, (1) Preparation Stage, the child determines and chooses the

project. Parents teach through discussions with children in the form of what activities to do and conceptualize and then how to complete them. Like Alfaridhan Dwi Sutarto, he wants to build huts using sarongs and pillows. So at this stage the child plans the tools needed and how to make them. (2) Development stage, the child performs various problem-solving activities in answering the questions that will be asked in the preparation stage.

CONCLUSION

The current COVID-19 pandemic has had an impact on various fields, including economic, health, social, security, including education. The impact on the education sector is the application of distance learning with online media. The teacher delivers the material and activities online, then the parents accompany the child to study at home according to the teacher's directions. This condition requires teachers to think creatively and innovatively regarding the learning model used during distance learning during the covid 19 pandemic. PAUD teachers in Mataram City are educators who teach at PAUD institutions to innovate learning during the covid 19 pandemic. namely Learning from Home, Online Learning Via Whatsapp Group, Home Visit, Offline Rolling System, Parenting Team Work, Sasak culture-based eco-print learning, and Project-based learning.

ACKNOWLEDGMENTS

The writers express sincere gratitude to the Chancellor of UIN Mataram, who had supported and at the same time funded this activity of study program-based independent research. Additionally, we would like to express gratitude to the lecturer team of UIN Mataram, who has assisted in this research. We hope that this research will help improve for education department of UIN Mataram.

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