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## The Effect of Learning in the New Normal Period of the Covid-19 Pandemic in Improving Early Childhood Discipline

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### Abstract

The purpose of this study was to determine the effect of learning in the new normal period in the Covid-19 pandemic on the disciplinary character of early childhood. The methodology in this study uses descriptive quantitative data collection methods using observation sheets. The research sample amounted to 30 students in early childhood, data analysis using the product moment correlation formula. The results show that there is an effect of Learning in the New Normal Period of the Covid-19 Pandemic in improving early childhood discipline at SBB CERIA PAUD, as evidenced by the greater correlation calculation value, namely  $0.333 > 0.312$ . Other findings, from several obstacles faced, namely: Teachers tend to focus on completing the curriculum; Less learning time; difficulty communicating with parents; Not all parents are willing and able to accompany their children to study at home; Parents have difficulty understanding lessons and motivating children when accompanying learning at home; Students have difficulty concentrating in learning from home and complain about the many assignments from the teacher.

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## INTRODUCTION

The Covid-19 pandemic that has spread throughout the world has resulted in large-scale restrictions on activities in public spaces that will cause crowds or crowds that have been imposed and set by each country with various rules and protocols to suppress the spread of Covid-19 increasingly widespread (Alipour et al., 2020). No exception in the education sector, all levels of education are temporarily suspended with face-to-face learning methods replaced with distance learning methods or. The learning system has also changed to BDR (Learning From Home) which has been going on for approximately two years during the Covid-19 pandemic. The government issued a regulation with the issuance of Circular Letter Number 3 of 2020 (Kemendikbud, 2020) (Abidin et al., 2020).

Regarding Covid-19 Prevention in educational units on March 9, 2020 which contains 14 instructions and appeals in order to prevent the spread of Covid-19. Thus, it has a major impact on changes in the education system in Indonesia, and followed up with a Circular Letter dated March 24, 2021 Number 4 of 2020, concerning the implementation of Education Policies in the Emergency Period of the Spread of Covid-19 which contains the obligation for the learning system in schools to change to a Learning From system. Home (BDR) is done remotely via online (Saltiel, 2020).

The limitations that must be carried out in carrying out learning activities must continue so that children's rights to get a proper education can still be fulfilled. However, in providing various kinds of learning stimuli, of course, each level of education will be different. The rules and procedures in each educational institution are of course different but with the same goal, which is to provide the best for their students (Anugrahana, 2020). The learning process that has changed to Online, makes educational institutions look for and must have the right way so that the learning process remains in accordance with the policies and regulations that have been imposed by the relevant parties, namely the Ministry of National Education, regarding the provision of materials during the Covid-19 pandemic (Harto & Misbah, 2021; Saltiel, 2020).

Learning activities are back to normal as before with children coming and playing and studying at school, it is very much wanted by all parties. This saturation is also experienced by educators and PAUD teachers. PAUD education unit institutions have students at pre-school

age who think that school is coming to school to meet teachers and friends (Tan et al., 2020). Early childhood learning is by playing, so the situation of BDR learning that takes place is very different at the PAUD level, because early childhood learning will be passed through games and children's experiences, namely with children exploring with their peers at school with supervision, guidance and direction from teachers, and supported by the existing infrastructure in schools to directly stimulate the level of student development in every aspect (Izzah et al., 2020).

Alignment that adapts to the PTMT and BDR systems that are still being implemented makes educational institutions have to enforce new regulations related to learning activities that must be obeyed by every student so that PTMT and BDR learning activities run smoothly and maximally. SBB PAUD School CERIA Sukatani Tapos Depok also began to make preparations to carry out PTMT activities during the New Normal Era in accordance with the directions and rules that had been set by fulfilling the procedures according to the standard rules set. Preparation in meeting all the needs that must be provided by the school both from classrooms, school administration, learning materials and all needs in learning activities are adjusted to the predetermined time allocation.

Facilities and infrastructure to support PTMT KBM In the New Normal Era have been carried out to the maximum extent possible in order to provide comfort and safety for all school residents, both from teachers, staff and also for students. The regulations implemented at SBB CERIA PAUD, starting from students arriving, they must implement health protocols, namely washing hands before entering class, wiping hands with tissue, taking off shoes, and checking body temperature. The positions of student desks and chairs have been distanced from each other, students and teachers are not allowed to open masks, students are not allowed to bring food supplies, except drinking water. The flow of students' entry and exit has also been arranged, so that when they come and go students follow the path that has been marked with arrows.

Learning activities last an hour and a half every day, so that the mobility of student learning activities does not take too long to interact in the classroom. Students and teachers as well as school staff who are sick are not allowed to enter or come to school. All rules also apply to parents by not waiting for children when learning activities begin, parents will immediately come to pick up and go straight home so there is no gathering

in the school yard. Coming and leaving school the same protocol is still carried out by students to ensure that students are kept clean and healthy after students return home. Cleaning and spraying disinfectant liquid throughout the classroom at the end of each learning activity must be carried out by teachers and the school.

KBM that has followed the direction of the government and related agencies, namely: PTMT KBM in the New Normal Era there are still obstacles in its implementation. One of the obstacles faced is in stimulating character formation in early childhood which must be continuously stimulated repeatedly so that it will become a good habit in the continuity of early childhood life in the next level and when they are in society. Good cooperation and synergy between parents and the school, in this case the teacher, is very necessary (Asti, 2017). Assistance in learning activities from home for students who are accompanied by other than parents is also a separate obstacle.

The formation of early childhood character is still an obstacle in providing developmental stimuli during the New Normal Era learning period. The character of early childhood discipline is one of the concerns of teachers, because early childhood has a different view, namely the teacher is an example and direct learner in the innocent mind of early childhood (Nurwita, 2019). The role of parents who still lack cooperation in implementing good character habits at home is also an obstacle to the formation of disciplined character in early childhood. Most parents think that the development and formation of children's character is found in school. Good character development in early childhood should receive guidance from home which is the smallest scope for early childhood (Widuroyekti et al., 2017).

The situation that occurred during the Covid-19 pandemic affected children's interest in learning, which decreased when carrying out learning activities. The awareness of early childhood to be disciplined about their responsibilities in working, preparing, and tidying up all school equipment is neglected. Because at the time of KBM from home, many parents still lacked discipline in their children to prepare all their own school needs. Students become dependent on the presence of parents who always help in everything. Life skills activities that reflect discipline are not nurtured and accustomed to when children are at home.

PAUD age is where we hear more often

about age (Golden Age), where at that time is the golden age of early childhood in exporting everything that is in them will not be repeated (Sesmiarni, 2019). Therefore, as parents, as well as teachers or educators at an early childhood education institution, they must facilitate every activity that will make aspects of the development and growth of early childhood increasingly experience improvement or development in a better direction. The development of good mental character will be increasingly embedded with the interrelationship of the home environment and the environment around children (Kusnilawati et al., 2018).

This study aims to determine how far the character of early childhood discipline possessed by early childhood in PAUD SBB CERIA Sukatani Tapos Depok. Activities of daily life skills live from them waking up, when preparing school supplies, when doing school assignments and at home assignments by helping their parents, also during activities in the classroom. The stimulus for the aspect of character development that was observed was the disciplined character of early childhood. Indicators of character cultivation really need guidance and direction from the adults, both from teachers at school, and parents at home into a unified, synergistic cooperation that must be fostered properly. This study aims to obtain information about "The Influence of Learning in the New Normal Period of the Covid-19 Pandemic" on the discipline character of early childhood, the way parents cooperate with the school, as well as to find out the extent to which learning activities are compared face-to-face and face-to-face. remotely.

## METHOD

This study uses quantitative methods to obtain more precise and accurate data so that the objectives of this study can be achieved. This study was intended to determine the extent of the impact of limited face-to-face learning during the Covid-19 pandemic on the development of early childhood discipline character in PAUD SBB CERIA Sukatani Tapos Depok. Observations made in this study were all students in PAUD SBB CERIA Sukatani Tapos Depok. The sample of this study amounted to 30 PAUD students. Data collection uses observation sheets, while the instrument grid is in the following table.

**Table 1.** Grid of Child Discipline Observation Guidelines

No.	Aspects	Indicator	No. Item
1	Habituation in daily life	Children can be responsible for tidying the bedroom	1
		Children can prepare school supplies	2
2	Responsibilities as a student	Doing assignments on time	3
		Tidy up school equipment after use	4
		Doing school assignments to completion	5
3	Readiness in participating in learning activities	Enthusiasm when carrying out schoolwork	6
		Children are confident in participating in school activities	7
		Children follow the rules when studying at home and when studying at school	8

Observations were carried out aimed at seeing children's daily activities in learning activities both during home learning activities (BDR) or when children returned to carrying out learning activities at school (limited face-to-face). The instrument is tested for validity in which a test measures what it is supposed to measure. The technique used to measure the validity of the questions is the product moment correlation technique. The product moment correlation formula used to test the validity of the questionnaire is as follows:

$$r_{hitung} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{n\sum X^2 - (\sum X)^2\right\} \left\{n\sum Y^2 - (\sum Y)^2\right\}}}$$

Description:  $r_{hitung}$  = correlation coefficient; n = Number of respondents;  $\sum X_i$  = Sco-

re item questions;  $\sum Y_i$  = Total score for each question

Meanwhile, to measure the level of instrument reliability, it can be done using Spearman Brown's split half technique (split half) as follows:

$$r_1 = \frac{2r_b}{1+r_b}$$

Description:  $r_1$  = Internal reliability of all instruments;  $r_b$  = Product moment correlation between the first and second halves ( $r_{xy}$ )

This research is a correlation study, which aims to determine the magnitude of the relationship between variables. After the data is collected, the next step is to analyze the data that has been entered. Data analysis is a very important step in research, because at this stage it is used to answer problems that have been proposed by previous authors. The analytical technique used to analyze the effect of PAUD online learning on early childhood discipline behavior uses the product moment formula.

**RESULT AND DISCUSSION**

The following are the results of research on the value of the Learning Questionnaire in the New Normal Period of the Covid-19 Pandemic which was given to 30 SBB PAUD CERIA students. The results of the questionnaire scores that have been obtained are as follows:

**Table 2.** Questionnaire Score Data

No	Name	Class	Value
1	A1	A	62
2	A2	A	60
3	A3	A	61
4	A4	A	64
5	A5	A	66
6	A6	A	66
7	A7	A	56
8	A8	A	62
9	B9	B	66
10	B10	B	66
11	B11	B	65
12	B12	B	68

13	B13	B	70
14	B14	B	56
15	B15	B	66
16	B16	B	65
17	B17	B	67
18	B18	B	66
19	B19	B	71
20	B20	B	69
21	B21	B	55
22	B22	B	59
23	B23	B	67
24	B24	B	58
25	B25	B	59
26	B26	B	62
27	B27	B	60
28	B28	B	49
29	B29	B	61
30	B30	B	66
Total			1888

Furthermore, the results of the questionnaire scores above are entered into the frequency tabulation, so that an average value of 60.90 is obtained. The next step is to determine the upper, middle, and lower groups of questionnaire scores, by entering into the formula, namely:

**Table 3.** Learning Category Score

Value	Category	Frequency	%
66,98-upper	High	6	20,00
54,82 - 66,98	Middle	22	73,33
54,81-down	Lower	2	6,6
Total		30	100

From the results of the analysis above, it can be concluded that the score of the Learning Questionnaire in the New Normal Period of the Covid-19 Pandemic is in the middle/moderate category. It can be seen from the percentage table above that as many as 22 samples of students (73.33%) are in the middle/medium category.

The following are the results of the research on the score of the disciplinary behavior questionnaire which was also given to 30 PAUD SBB CERIA students. The results of the questionnaire scores that have been obtained are as follows:

**Table 4.** Early Childhood Discipline Questionnaire Score

No	Name	Class	Value
1	A1	A	77
2	A2	A	73
3	A3	A	76
4	A4	A	67
5	A5	A	70
6	A6	A	72
7	A7	A	66
8	A8	A	72
9	B9	B	75
10	B10	B	73
11	B11	B	74
12	B12	B	69
13	B13	B	50
14	B14	B	63
15	B15	B	65
16	B16	B	68
17	B17	B	70
18	B18	B	73
19	B19	B	75
20	B20	B	65
21	B21	B	60
22	B22	B	65
23	B23	B	72
24	B24	B	65
25	B25	B	67
26	B26	B	70
27	B27	B	70
28	B28	B	56
29	B29	B	67
30	B30	B	72
Total			2057

Furthermore, the scores for the above disciplinary behavior questionnaire are entered into the frequency tabulation. Based on the calculation of the average score of the questionnaire obtained by 67.63. The next step is to determine the upper, middle, and lower groups of questionnaire scores.

**Table 5.** Discipline Category Score

Value	Category	Frequency	%
61,06-upper	High	25	83,33
60,43-61,06	Middle	2	6,67
60,42-down	Lower	3	10,00
Total		30	100

From the results of the analysis above, it can be concluded that the score of the Learning Questionnaire in the New Normal Period of the Covid-19 Pandemic is in the middle/moderate category. It can be seen from the percentage table above that as many as 22 samples of students (83.33%) are in the upper/high category.

In the calculations found Chi Square count = 42,557. Furthermore, this price is compared with the table Chi Square price with dk (degrees of freedom)  $30 - 1 = 29$ . Based on the Chi Square table, it can be seen that if  $dk = 29$  and the specified error = 5%, then the table Chi Square price = 42,557. Because the calculated Chi Square value (17.3) is smaller than the table Chi Square price (42.557), then the distribution of the statistical value of the questionnaire data from the 30 students can be stated to be normally distributed. Homogeneity test of variance (square of standard deviation), to determine the t-test formula, will be chosen for hypothesis submission, it is necessary to first test the variance of the two homogeneous samples or not (Ridha et al., 2018). Testing the homogeneity of variance used the F test. The value of Fcount needs to be compared with Ftable, with dk in the numerator (30-1) and dk in the denominator (30-1). Based on the dk of the numerator 29 and the dk of the denominator 29, with an error rate of 5%, the value of Ftable is 1.86. Because Fcount is smaller than Ftable ( $1,420 < 1.86$ ), it means that the variance is homogeneous.

As for the results of the research that the researchers did at PAUD SBB CERIA, the calculations were analyzed by correlational product moment ("r" test). The table below is the table used to help calculate the "r" test. Where X is the value of the questionnaire and Y is the value of student observations.

**Table 6.** Hypothesis calculation analysis

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	62	77	3844	5929	4774
2	60	73	3600	5329	4380
3	61	76	3721	5776	4636
4	64	67	4096	4489	4288
5	66	70	4356	4900	4620

6	66	72	4356	5184	4752
7	56	66	3136	4356	3696
8	62	72	3844	5184	4464
9	66	75	4356	5625	4950
10	66	73	4356	5329	4818
11	65	74	4225	5476	4810
12	68	69	4624	4761	4692
13	70	50	4900	2500	3500
14	56	63	3136	3969	3528
15	66	65	4356	4225	4290
16	65	68	4225	4624	4420
17	67	70	4489	4900	4690
18	66	73	4356	5329	4818
19	71	75	5041	5625	5325
20	69	65	4761	4225	4485
21	55	60	3025	3600	3300
22	59	65	3481	4225	3835
23	67	72	4489	5184	4824
24	58	65	3364	4225	3770
25	59	67	3481	4489	3953
26	62	70	3844	4900	4340
27	60	70	3600	4900	4200
28	49	56	2401	3136	2744
29	61	67	3721	4489	4087
30	66	72	4356	5184	4752
Total	1888	2057	119540	142067	129741

Based on Table 6 above, from the results of the analysis above, it can be seen that the rxy result is 0.333. Then proceed with looking at the rtable value of the product moment coefficient of 30 is 0.312. This figure shows that rxy is greater than rtable, which is  $0.333 \geq 0.312$ , which means that the working hypothesis (Ha) in this study is accepted, namely there is an influence on learning in the New Normal Pandemic Period. Covid-19 improves early childhood discipline at SBB CERIA PAUD, while the null hypothesis (Ho) is rejected.

Online learning can be understood as formal education organized by schools where students and instructors (teachers) are located in separate locations, thus requiring an interactive telecommunication system to connect the two and the various resources needed in it (Nahdi & Jatisunda, 2020). The advantages of online learning include that all levels of society can participate in this program (Anugrahana, 2020). With

this program, a student can continue to study without leaving his home and school, thus saving time and energy, as well as costs incurred by students. Learning in the New Normal Period of the Covid-19 pandemic provides effective learning methods, such as practicing with related feedback, combining collaborative activities with independent learning, personalizing learning based on student needs using simulations and games.

Learning in the New Normal Period of the Covid-19 Pandemic is a program for organizing online learning classes to reach a massive and broad target group (Rahayu, 2021). Through the network, learning can be held massively with unlimited participants. Learning in the New Normal Period of the Covid-19 Pandemic aims to provide quality learning services in a massive and open network to reach a larger and wider audience. Learning in the New Normal Period of the Covid-19 Pandemic is learning held through web networks. Each subject provides material in the form of a slideshow or video with weekly assignments that must be done within a predetermined time limit (Harto & Misbah, 2021).

Students who take part in the Learning program in the New Normal Period of the Covid-19 Pandemic can save more time and energy. So that the remaining time and energy can be used for other things outside of learning hours. Learning in the New Normal Period of the Covid-19 pandemic also has benefits, namely being able to build very efficient communication and discussions between teachers and students, students interacting and discussing with each other without going through the teacher, teachers can also easily provide material to students in the form of pictures and videos, besides that students can also download the teaching materials (Ricoy & Sánchez-Martínez, 2022).

The term discipline is often related and integrated with the terms order and order. The term order has the meaning of a person's compliance in following the rules or regulations because it is driven or caused by something that comes from outside himself. In contrast, the term discipline as obedience and obedience that arises because of the awareness and encouragement from within the person. The term discipline means a set of rules that apply to create orderly and orderly conditions.

Newton and Shaw (2016), give the meaning of discipline as a condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order or order. These values have become part of behavior in his life. This behavior

is created through a fostered process through family, education and experience (Kordaki & Gousiou, 2017). Based on this opinion, it can be understood that discipline is something that is part of a person's life, which appears in his daily behavior patterns. Discipline occurs and is formed as a result and impact of a fairly long coaching process that is carried out from within the family and continues in education at school. Family and school are important places for the development of one's discipline.

Learning activities must continue even though various obstacles and obstacles are found. The obstacles faced are; limited human resources, limited facilities and infrastructure such as laptops, cellphones owned by parents of students, difficulties in accessing the internet, unstable electricity conditions, and limited internet quotas that parents can provide.

There are also several obstacles faced by teachers, parents, and students during learning activities, namely: Teachers tend to focus on completing the curriculum; Learning time is reduced, so the teacher cannot fulfill the burden of teaching hours; Teachers have difficulty communicating with parents; Not all parents are willing and able to accompany their children to study at home because they have responsibilities; Parents have difficulty understanding lessons and motivating children when accompanying learning at home; Students have difficulty concentrating in learning from home and complain about the many assignments from the teacher.

Another finding from the results of this study, that the obstacles faced in the implementation of face-to-face learning activities for early childhood, are as follows (Safiah, 2017): Readiness of health service facilities; Readiness of the education unit in carrying out face-to-face learning in accordance with the rules of the checklist; lack of access to learning resources / ease of learning from home; prioritizing the psychosocial conditions of students; and Availability of safe transportation access from and education units (Teräs et al., 2020).

Face-to-face learning can only be carried out in schools that have met the standards and criteria that have been set and have also met the checklist, namely: Able to access health care facilities; Readiness to apply mandatory masks. Have a mapping of education unit residents in the form of having uncontrolled comorbidities, not having access to safe transportation, having a travel history from areas with a high rate of COVID-19 spread and confirmed COVID-19 and not completing self-isolation, and getting approval from

the school committee / representative parent / guardian.

## CONCLUSION

Based on the results of the research that the author has described in the previous chapter. That there is an effect of Learning in the New Normal Period of the Covid-19 Pandemic in improving early childhood discipline at SBB CERIA PAUD. From the results of the analysis of the hypothesis test above, it can be seen that the rxy result is 0.333. Then it is continued by looking at the rtable value of the product moment coefficient "r" of 30 is 0.312. This figure shows that rxy is greater than rtable, which is  $0.333 \geq 0.312$ , which means that the working hypothesis (Ha) in this study is accepted, namely that there is an effect of Learning in the New Normal Period of the Covid-19 Pandemic in improving early childhood discipline in SBB CERIA PAUD, while the hypothesis nil (Ho) is rejected. Thus, it can be concluded that Learning in the New Normal Period of the Covid-19 Pandemic can still shape early childhood discipline at SBB CERIA PAUD.

Based on the research that researchers have done at PAUD SBB CERIA, the researchers provide suggestions, namely: For teachers should use learning strategies that involve students more actively in online learning, to increase student activity and students do not easily forget the material that has been delivered so that they get achievement maximum learning. For students, they should be more active in online learning with motivation or encouragement from the teacher and can focus more on paying attention to the material being explained. The school should always support and facilitate teachers in providing more creative and innovative learning.

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