

Learning Plan Analysis for 2-6 Years Old Children during Covid-19 Pandemic

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Abstract: This Covid-19 pandemic situation contributes new challenges in the world of education. Various obstacles arise in children's learning process at home, so different learning planning is needed. Teachers need to prepare creative learning plans to make learning process effective and able to achieve goals. The purpose of this study was to analyze the learning plan for children aged 2 to 6 years old in Central Java, Indonesia. The respondents were 70 teachers of Play Group, Kindergarten and Raudhatul Athfal in Central Java, Indonesia. The research was conducted by survey method. Data collection is conducted through questionnaires, observations, documentations, and interviews. Data are analyzed by quantitative and qualitative methods. The data is compared with various related literatures, to get an analysis of the learning plan for children 2 to 6 years during pandemic in Central Java, Indonesia. The research found that: (i) Most of the teachers made learning plan based on the condition of Covid-19 pandemic (ii) Most of the learning process was done from home, but some at school once a time in turn (iii) The teachers discussed about Covid-19 with children (iv) All teachers involved parents to hold the learning process and asses children's achievement.

Keywords: Learning plan, covid-19, children

1. Introduction

Covid-19 pandemic has impacted the education process in many countries around the world, including Indonesia. Learning activities during pandemic are carried out from home. Teachers provide subject matter through various applications, such as zoom, Google classroom, whatsapp, YouTube, or Instagram. Various challenges and obstacles arise in the virtual learning process during the pandemic. Obstacles in learning process during the pandemic are felt by children, parents, and also teachers. Some parents said that the obstacles were signal constraints and internet quotas, the presence of very few students in online classrooms, sometimes laptops or hand phone students connected to the classroom but do not pay attention to the learning. Another difficulty experienced by parents was to look for learning media for children from home (Diningrat, 2020; Mochida, 2021; Yildirim, 2021; McFarlane, 2012).

The effect of doing online learning too often has an effect on children's health. For children who have been facing the computer screen for too long because of online learning can cause irritation on the eyes, fatigue, and depression (Das, 2020; Hergass, 2020). Obstacles are also experienced by educators (Singh, A & israt, A.,2021). There are many obstacles that educators face when it comes to virtual learning. This is especially the case with early childhood educators. Early childhood cannot focus on teacher explanations through various online applications. The problem faced by children is not only because they cannot operate the application used by the teacher. The constraints of children's abilities and character that is naturally still require direct and constant guidance from teachers and parents.

Children aged 2-6 years have a variety of characters that require attention from teachers and parents during learning activities. Children aged 2 to 6 years have the ability to concentrate at short time. The thinking ability of children from 2 to 6 years old is still in the pre-operational stage. The ability to think in the pre-operational stage requires direct direction and guidance from adults by engaging in firsthand experience and requiring a variety of real objects as a learning medium.

Parents who accompany their children learning from home have obstacles in managing time between doing homework and guiding children to learn from home every day, especially for working parents. They have to divide their time and attention to work as well. Another obstacle faced by parents when guiding children to learn from home is the difficulty in controlling their emotions. Many parents are less patient in accompanying their

children to study from home every day. Such impatience can be caused by incomprehension about how to guide children aged 2 to 6 years to understand the material presented (Atiles, 2021). Uncontrolled parental emotions when guiding children to learn from home have an adverse effect on the child's emotional development. Children's learning interests can also decrease when the learning atmosphere becomes uncomfortable because children are too often receiving emotional overflow from parents when learning from home during the pandemic. Some parents end up giving their children complete freedom when doing activities or tasks from teachers.

These obstacles require a way out, so that children can learn more comfortably during the covid-19 pandemic. Teachers as the designers of learning activities need to plan children's learning activities from home more carefully. Plans for children's learning need to be made concerning the condition of children, parents, and the environment activities during the covid-19 pandemic. More appropriate learning strategies for the pandemic need to be re-planned. Changes in various components of learning strategies need to be considered. Even the expectations of teachers and parents towards children need to be reviewed according to pandemic conditions. The objectives, methods, media, and evaluation of children aged 2 to 6 years need to be adapted according to pandemic conditions. In other words, pandemic conditions present challenges for teachers to redesign learning. Because of that the researchers do a research about analysis of learning plans during the pandemic.

Learning plan can determine the smooth implementation of the learning process. In planning the learning activities, teachers determine the various things that will be needed in the learning process later (Jensen, 2010). Things that need to be established in learning planning are: learning objectives, learning strategies, and evaluation. The initial stage of planning is to determine the objectives of learning. The purpose of learning is the starting point that determines the planning of other aspects. The purpose of learning is the end point to be achieved in learning. The next step is to plan a strategy to achieve learning goals. Based on learning objectives, teachers determine the strategy such as materials, methods, media, so that learning objectives can be achieved. The last step of planning is the determination of evaluation techniques to determine the achievement of learning outcomes.

2.Objectives Of The Study

The problem formulation in this study is how to plan the learning activities of children aged 2 to 6 years during the pandemic in Central Java, Indonesia? How to determine the learning objective? What are the strategies to help children achieve the objective? And, how to evaluate learning activities? The purpose of this research is to analyze the learning plan of children aged 2 to 6 years during the pandemic in Central Java, Indonesia based on the objective determining, the strategy, and the evaluation of learning.

3. Research design

This research was conducted by survey method. The research time was at the end of 2020. By the end of 2020, the covid-19 pandemic has lasted more than a semester. Thus the teachers have carried out the learning during the pandemic, and can estimate how the learning plan during the pandemic for the next semester.

4.Participants

Participants were 70 teachers from Play Group, Kindergarten, and Raudhatul Athfal in Central Java. Children aged 2 to 6 years in Indonesia generally attend education in Play Groups, Kindergartens, and Raudhatul Athfal. Play groups and kindergartens are early childhood educational institutions, under the auspices of the Ministry of Education and Culture of Indonesia. Play Groups serve education for children 2-4 years, while kindergartens serve the education of children aged 4-6 years. Raudhatul Athfal is an educational institution that serves children aged 4-6 years under the auspices of the Ministry of Religious Affairs in Indonesia.

5. Data collection

Data was obtained through questionnaires, observations, documentations, and interviews. Researchers spread the online questionnaires to early childhood teachers in Central Java. The questionnaire consists of 14 questions related to the learning plan in children during the pandemic. Each question item has 2 to 4 choices of answers. The questionnaire grille can be seen at Table 1. Respondents can choose more than one appropriate answer option. If all of the choices of answers do not match the respondents, they can also write other answers to other options.

Table. 1. Research Questionnaire Grille

Number	Learning Planning Aspect	Item Number
1	Learning goal plan	1
2	Goal achievement strategy plan	2-13
3	Evaluation plan	14

6. Data analysis

Data analysis techniques are performed by sorting, grouping, and comparing data acquisition. In the early stages, researchers described quantitatively the data obtained from the results of filling out the questionnaire. The data is then analyzed qualitatively, by emphasizing the meaning of words and actions.

Data validity techniques are carried out through data triangulation techniques. The data obtained through the filling of the questionnaire is compared, and deepened with the data of documentation, observations and interviews to several early childhood teachers in Central Java, Indonesia. The next step is to compare the data with various related literature and the results of previous research. Through this process, the conclusions are drawn regarding the results of planning analysis of learning activities in children aged 2 to 6 years during the Covid-19 pandemic.

7. Result

Data networking through questionnaires distributed online to PAUD teachers in Central Java, obtained 71 results of filling the questionnaire. From the results of the poll, there were 70 PAUD teachers from kindergarten institutions, Raudhatul Athfal, and Play Groups. Based on the results of the questionnaire, learning planning data obtained during the covid-19 pandemic as follows:

Table. 2. Research Questionnaire Grille

Aspects of Learning Planning	Findings in the field
<i>Determination of learning objectives</i>	91.3% based on the 2013 curriculum adjusted for pandemic conditions
<i>The Strategy of Learning</i>	
Home visit	70% of teachers make home visits, 30% of teachers do not make home visits
The place of learning process	74% of children learn from home, 54% of children who learn from home once a time come to school in turn
Use of Covid-19 theme	95% of teachers included discussions on the theme of Covid-19.
Provision of materials from teachers	28% of teachers give materials 5-6 times a week, 56% of teachers give materials 2-3 times, 16% of teachers give materials once a week
Assigning tasks for children at home	17% of teachers assign tasks to children once a week, 47% of teachers assign assignments two to three times, 34% assign tasks 5-6 times a week
Parental involvement	100% of teachers involve parents in the learning process
Learning media plan	57% use worksheets for children's learning media from home, 51% of teachers use objects around the house
Lesson method plan	77% of teachers use the assignment method, 44% use the method of giving materials online

<i>Child development evaluation plan</i>	68% of teachers evaluated through work, 54% through observation, 20% based on reports from parents
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8. Discussion

The existence of covid-19 demands innovation from teachers to make learning process continue to run well. Virtual learning can be done to address the problem of conditions that do not allow teachers and students to meet in person. Proper strategy management in the virtual learning process during the pandemic can help students achieve learning goals (Robertson, et.all. 2021).

8.1. Determination of Learning Objectives during Pandemic

The Covid-19 pandemic outbreak just came without anyone suspecting it before. Long-term planning activities are certainly not initially prepared to face the pandemic. However, program flexibility and creativity from teachers are needed in dealing with changing environmental conditions, especially during pandemics. The objectives of early childhood learning in PAUD institutions are generally set by considering the national curriculum. The pandemic period begins in 2020. Curriculum that applies nationally in Indonesia at that time (2020) is the curriculum of 2013, or better known as K13. Based on the results of research during the covid-19 pandemic, 91.3% of PAUD teachers in Central Java determined the learning objectives of children based on the 2013 curriculum adjusted to pandemic conditions.

Different environmental conditions will result in different conditions of children. Therefore, teachers should set learning objectives logically, in accordance with the child's condition and environment during the pandemic. Children do not need to be required to achieve all programs that have been set by teachers before the pandemic. Efforts to achieve goals in the program that have been made in the long term are carried out taking into account environmental conditions during the pandemic. Environmental conditions during the pandemic require children to learn from home, so they cannot meet teachers and friends at school like before. Setting goals in accordance with the development of children and in accordance with environmental conditions during the pandemic helps children to conduct learning activities fairly and not depressed. In the end, the determination and in accordance with the development of children during the pandemic will help the reach of the learning objectives themselves (Arifin, 2020).

Teachers and parents should not only focus on reading, writing, and counting skills. Things that need to be put forward in learning during the pandemic are life skills and self-health maintenance in order to avoid coronavirus (Makarim, 2020). Life skills are needed by the children in everyday life, so it does not always depend on the parent or caregiver. Learning conditions from home is an opportunity for children to learn to meet their own needs independently. Children can be accustomed to doing simple activities at home that are routine, such as returning toys in place, tidying up cutlery after finishing meals, wearing their own clothes, or watering plants.

Education about covid-19 is needed to improve children's health. Health education is very necessary to be given to early childhood. Health education in early childhood supports various aspects developed in children (Siswanto, 2012), during the covid-19 pandemic, children are in desperate need of knowledge, understanding and skills in maintaining health. Thus in planning activities need to be included discussions about health, especially related to covid-19. Teachers need to include the competence to maintain health during the pandemic as one of the learning objectives.

8.2. Learning Objectives Achievement Plan

The plan to use learning strategies is carried out by determining the materials, methods, and learning media to be used. These three things are planned in order to achieve learning goals. The determination of materials, methods, and learning media is based on the development of the children and the environmental conditions in which the child learns. During the pandemic, PAUD teachers in Central Java used the following learning strategies:

8.2.1. Learning Activities Plan

Learning activities for children 4 to 6 years old in Central Java during the pandemic is carried out in an integrated manner. The use of the Covid-19 theme in the early childhood learning process during the pandemic is 95% of the number of teachers. Some teachers immediately included the theme with covid-19, others continued to discuss the theme in the semester plan that had been set before the pandemic, meaning that the teacher did not

write the theme of COVID in the defense plan during the pandemic. However, teachers still put covid-19 discussions in the learning process.

Integrated learning makes it easy for students to understand the subject matter. The themes are used as a focus of discussion and focus of activities in learning. Themes are used to integrate several aspects of development. The choice of themes should be tailored to the learning objectives and interests of students (Safitri, et.all., 2021).

The provision of materials from teachers to children in general 2 to 3 times a week (56%). Some only provide material online once a week (15%). There are also those who deliver the material almost daily (29%). The use of children's learning places during the pandemic is generally in each child's home, which is as much as 74%. Partial (54%) the teacher asks the child to come to school occasionally. 70% of teachers occasionally visit children in their homes to do direct learning assistance. This is in line with Alsarayreh (2020), which proves that online learning can improve students' learning outcomes during the pandemic. Online learning combines online learning systems with face-to-face. The two learning systems can complement each other. On a scheduled basis teachers and students conduct online learning. On the other hand, once a time teachers and students can still meet. At the time of the meeting teachers can communicate and learning together.

Planning of learning methods in children in Central Java during the pandemic uses more methods of assignment (77%) when compared to the method of providing materials online (44%). A small number of teachers use other methods, in addition to assignments and online material administration (7%). This is unfortunate, because learning will be more interesting for students if the learning methods used are more varied (Safitri, et.all., 2021). The use of a variety of learning methods can interest students in participating in learning activities, so that learning outcomes increase. Furthermore, Safitri and friends' research revealed that the selection of varied methods in learning is tailored to the learning objectives and needs of students.

Based on the results of the survey in this study, all teachers gave tasks to children as learning activities during the pandemic. The fecundity of assignments is carried out by 49% of teachers 2 to 3 times a week, some teachers (34%) 5 to 6 times a week, others (17%) only once a week. The assignment during the pandemic can provide direction of learning for children carried out from home. The type of assignment give leads the child to the achievement of learning objectives. However, teachers still need to plan other activities that are more interesting for children. Teachers can plan activities like singing, dancing, cutting, sticking, role-playing, experimenting, watching educational films or telling stories during the pandemic (Yildirim, 2021). These activities are more varied, involve active movements of the child, and more interesting for the child. Thus the assignment does not pressure the child, but directs the child to master the purpose of learning in a fun and without coercion from the parents.

Another thing that can be done to attract children is to foster intrinsic motivation, so that children voluntarily follow learning activities from home. Hariri (2021) proves that there is a relationship between learning motivation and self-regulated learning in students. Based on this, teachers and parents need to provide an understanding of the benefits of learning, so that there is growing motivation in the child to organize them following the learning activities from home.

8.2.2. Learning Media Plan during Pandemic

In order for the learning process to take place effectively, teachers need to plan the media used. Based on the plan, teachers prepare various media needed in the learning process. Based on the results of research as recorded in table 2, the use of media during the pandemic, there are more teachers who use children's worksheets (57%). This is very unfortunate, because children will tend to get bored quickly when they have to always face the worksheet. Using children's worksheets is easier for teachers, but learning media in early childhood should be more diverse. Various media on learning will be more attractive. For example, teachers can bring or lend picture storybooks to children as a learning medium from home. Picture story books will attract children and learn more fun, and can improve children's ability to tell stories (Lestari, 2018). This is in line with Kurnia (2020), which proves through its research that picture books can improve children's literacy. Through the use of picture books, teachers can improve children's readiness in reading. Furthermore, Kurnia revealed that the use of picture story books will be more interesting for children if the images are colored and bigger.

The diversity of media can also be prepared by using various objects around the house that are easier to get. The use of learning media from a variety of easily obtainable objects will facilitate the learning process of children (Morrison, 2012). Moreover, during the pandemic, teachers should plan the use of children's learning media from home by utilizing items around the house. In addition to streamlining the learning process from home, the use of learning media by utilizing objects around the house also helps parents who work from home while accompanying their children.

The use of electronic media during the pandemic is unavoidable. The use of electronic media for communication is very supportive of the smooth learning process in children. Teacher can improve parents' involvement in education (Sari, et.all, 2020). The use of electronic media also provides convenience and wider access in the search of data for media sources and learning materials. Learning can be more varied with the use of electronic media. The use of interactive electronic media can also help children learn in more interesting ways (Paciga, 2013; Safitri, et.all., 2021). E-Learning media effective to improve student's achievement during pandemic covid-19 (Maulana, et.all, 2021)

8.3. Plan to Evaluate Children's Development During Pandemic

The plan to evaluate children's development during the pandemic is still needs to be done. Determination of children's development evaluation techniques is carried out to find out the results of learning. Through the evaluation technique, it is expected to be known validly whether the children can achieve the expected goal or not. Evaluation activities are important in learning. Therefore, teachers need to understand the proper learning evaluation process (Katuuk, 2014 ; Morrison, 2012). Things that are assessed in the evaluation process of children's learning outcomes are adjusted to learning objectives that have been set. Thus, the evaluation plan of children's learning during the pandemic is inseparable from the determination of learning objectives during the pandemic. When teachers plan activities to achieve learning objectives during the pandemic, and carry out the plan well, the assessment results will be as expected (Newman, 2016).

Early childhood teachers do assessments every day during the learning process (Jackman, 2009: 80; Morrison, 2012). The process of finding data from children's learning is carried out with several techniques, including observation techniques, children's work, and interviews. Determination of evaluation techniques is carried out taking into account the type of the data sought. In other words, the determination of assessment techniques is done by looking at the aspects assessed. Thus the teacher performs various assessment techniques. Observation techniques become the main evaluation techniques in assessing learning outcomes in early childhood. The teacher observes the learning process, observes the children's behavior, and abilities in real life. The observations are documented in the teacher's notes. Observation notes can be in the form of checklists or anecdotal notes containing descriptions of specific events. (Jackman, 2009; Morrison, 2012)

Another technique to assess children's development is through children's work. The observations and children's work are turned into a portfolio of children. Portfolios can also be supplemented with other documents such as championship certificates or the results of interviews with parents (Jackman, 2009; Morrison, 2012). Interviews are conducted by the teacher to complete or double check the assessment results by the teacher. Interviews can be conducted on children, peers, or parents. Assessments made by considering parties other than teachers, especially those close to children, will be closer to reality.

The results showed that 68% of PAUD teachers in Central Java evaluated learning outcomes during the pandemic through children's work, 54% through observation, and 20% based on reports from students' parents. Thus, the most used evaluation technique is through children's work. Thus, it appears that the assessment of children's learning during the pandemic is mostly done through children's work. This can happen because it relates to the methods and learning media which are mostly in assigning tasks. Using the assignment method with more worksheets will result in more work (in the form of filling out child worksheets). Assessment of child development based on children's work can be valid when the work submitted to the teacher is really the child's own work, not made by the student's siblings or parents.

However, almost all learning activities were carried out at home during pandemic. Parents have a very big role in achieving children's learning outcomes. Assessment of learning outcomes in children cannot be separated from the role of parents who every day assists children to learn from home. The parents' assessment becomes the teacher's consideration in determining the results of the child's development evaluation at the end of the semester. Teachers and parents communication can be done both face-to-face and online. Online communication can help teachers and parents exchange information when new things are discovered. This will facilitate communication and improve the quality of learning (Okay, 2020; Sari et.al, 2020; Tiwery et.al., 2021). At this time, there have been many social media applications that can facilitate communication between teachers and parents. This is very useful for communication and improving the quality of children's learning during a pandemic. Thus, teachers need to work with parents for the success of children's learning. Teachers and parents communication needs to be well established. Through good communication, appropriate learning will be created for children at school and home. This will help the success of learning during the pandemic.

9. Conclusion

The learning for children 2-6 years old in Central Java during pandemic Covid-19 was through the process of planning. The planning process were: determination of the learning objective during pandemic Covid-19; learning objective achievement plan, which were include method and learning media plan; evaluation plan during pandemic covid-19. Most of teachers made learning plan based on the condition of pandemic. Most of learning were done from home. All the processes have involve parents through communication, guiding children when learning at home, and do evaluation. Teachers of early childhood education in Central Java need to improve their capability to plan the more interesting strategy, various methods and medias for children learning during pandemic covid-19.

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