Optimizing Learning Strategies For Early Chilhood During The Covid-19

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Abstract	
This research is motivated by the importance of learning strategies, the learning process cannot work without cooperation between students and teachers. But for now the corona virus has spread in various countries around the world. With the circular issued by the Ministry of Education and Culture no. 4 of 2020 which calls on all educational institutions from the early childhood education level to tertiary institutions not to conduct face-to-face learning in schools and instead study from home through the online system. The process of online and offline learning strategies is expected to be able to make learning interesting, easy to understand and creative. The purpose of this study was to find out the learning strategies used during a pandemic and to find out the supporting and inhibiting factors. This research is a research with a qualitative approach. The results of this study indicate that the learning strategy during the covid-19 pandemic at RA Ummu Zainab used online and offline learning and could collaborate both. The inhibiting factors for offline learning are limited learning time. And the supporting factors for online learning strategies are that they can make better use of technology, parents can be closer to their children, can do it anytime and anywhere according to predetermined hours.	**Keywords:** Strategy; Factors; Covid-19; AUD Learning.

Abstrak	
Penelitian ini dilatarbelakangi oleh pentingnya strategi pembelajaran, proses pembelajaran tidak akan terlaksana tanpa adanya kerjasama antara siswa dan guru. Namun untuk saat ini virus corona telah menyebar di berbagai negara di dunia. Dengan adanya surat edaran Kementerian Pendidikan dan Kebudayaan No. 4 Tahun 2020 yang menghimbau kepada seluruh lembaga pendidikan mulai dari jenjang pendidikan anak usia dini hingga perguruan tinggi untuk tidak melakukan pembelajaran tatap muka di sekolah melainkan belajar dari rumah melalui sistem online. Proses strategi pembelajaran daring dan luring diharapkan mampu menjadikan pembelajaran menjadi menarik, mudah dipahami, dan kreatif. Tujuan penelitian ini adalah untuk mengetahui strategi pembelajaran yang digunakan pada masa pandemi serta	**Kata Kunci:** Strategi, Faktor; Covid-19; Pembelajaran AUD.

mengetahui faktor pendukung dan penghambatnya. Penelitian ini merupakan penelitian dengan pendekatan kualitatif. Hasil penelitian ini menunjukkan bahwa strategi pembelajaran pada masa pandemi covid-19 di RA Ummu Zainab menggunakan pembelajaran daring dan luring serta dapat mengkolaborasikan keduanya. Faktor penghambat pembelajaran luring adalah waktu pembelajaran yang terbatas. Dan faktor pendukung strategi pembelajaran daring adalah dapat memanfaatkan teknologi dengan lebih baik, orang tua dapat lebih dekat dengan anak, dapat melakukannya kapan saja dan dimana saja sesuai jam yang telah ditentukan.

1.   Introduction

Childhood education is formal education that occurs between the ages of 0-6 years, parents provide stimulation in maximizing growth and development so that children are ready to enter further education. In the National Education System Law No. 20 of 2003 stated: "learning is a process of interaction between students and educators and learning resources in a learning environment" (Saleh, 2016). Childhood education, they are taught about life through learning while playing, with a learning system adapted to their abilities. Early childhood education functions so that they can learn to optimally develop various potentials of children which include physical-motor, language, cognitive, artistic, social-emotional, spiritual, self-concept, self-discipline, independence with good stimulation. Self-study is a process of changing behavior through interaction between individuals and the environment.

The term learning is an effort to change behavior with a series of activities such as reading, listening, observing, imitating and so on. In other words, learning is a psychophysical activity towards full personal development. As for what is meant by learning is a conducive effort so that learning activities take place directly and involve the transfer of knowledge and educate. Thus learning and learning are two activities that cannot be separated where both are educational interactions that have norms.

According to Oemar Hamalik, stated that learning is a combination that is neatly arranged and includes human elements, materials, facilities, completeness, elements that influence each other in achieving learning objectives (Hamlik, 2008) . According to Kozma, learning strategy experts argue that learning strategies as components of material, teaching packages, and procedures used to assist students in achieving certain learning objectives from all of these components can be interpreted as learning strategies. Aqib learning strategy is a method that will be chosen or used by a teacher to convey the subject matter that will be carried out before that it must be in accordance with the needs of students (Ervita, 2018).

To prepare learning the teacher must prepare a learning strategy and must plan in advance, the importance of learning strategies that are more creative and innovative and easy so that learning objectives can be achieved optimally,

successful or not the process of a teacher's learning has tried as much as possible so that students get changes in behavior from don't know to know. Whether the teaching and learning process is successful or not, the teacher must choose and determine the method and strategy must also be in accordance with the learning material to be delivered and must also be in accordance with the learning objectives so that students can easily understand the learning material (Djamarah, 1996).

Coronavirus (CoV) is a large family of viruses that cause illness ranging from mild to severe symptoms. Novel coronavirus (2019-nCoV) is a new type of virus that has never been previously identified in humans. Corona virus is a zoonotic (transmitted between animals and humans). Research states that SARSCoV is transmitted from civet cats (civet cats) to humans and MERS-CoV from camels to humans ((P2P), nd).

The strategy was originally used in the military world. The word strategy itself comes from the Greek strategos which means "general" or "commander in chief". After that the strategy itself can be interpreted as general science or commander-in-chief. In military science, this strategy is a method or idea that has been planned to use all forces and military tactics for the purpose of war. Over time, this strategy was implemented in the world of education, which can be interpreted as an art and science for presenting teaching material in class (Naniek Kusumawati, nd) . Strategy is a pattern, tactic or technique that is planned or has been determined to carry out activities or actions. Strategy can also be activity objectives, activity techniques, activity models, activity content, activity processes and activities supporting facilities and infrastructure that were previously planned in advance (Majid, 2013).

Online learning or E-Learning is learning that uses interactive internet-based models and learning management systems (LMS). According to the newspaper E-Learning as any teaching and learning that uses electronic circuits (LAN, WAN, or the internet) to convey learning content, interaction, or guidance. Online learning greatly facilitates interaction between students and teachers or instructors and fellow students. Here students can share information with each other and can access learning materials every day (Choiroh, nd).

Learning in essence is a plan that is attempted and implemented to help students understand and understand and can grow and develop in accordance with the intent and purpose of creating the learning that has been taught. With this learning process it is very important to help students and teachers. The process of teaching and learning in schools can not only occur immediately by itself, but the learning process must be pursued and always tied to goals (goal based) (Kholisotin, nd).

The importance of learning strategies in the learning process cannot work without cooperation between students and teachers. But for now the corona virus has spread or infected humans in various countries around the world. The Covid-19 virus, which is considered deadly according to experts from WHO, has completely changed the world order, recorded on June 28, 2020, the virus which claimed to have originated in Wuhan has infected more than 10,235,353 (10.2) million people and has taken over over 504,060 lives (Organization, 2020). In Indonesia alone , 55,092 positive cases have been recorded, 23,800 recovered

and ('update-corona-29-juni-55-092-positif-23-800-sembuh-2-805-meninggal @ www.kompas.tv', n.d.)*deaths* . Various aspects of life feel the impact of the malignancy of the corona virus, including education. In Indonesia, currently through the Ministry of Education and Culture, it is taking a firm policy in dealing with Covid-19. With the circular issued by the Ministry of Education and Culture no. 4 of 2020 concerning the implementation of education during an emergency due to the spread of the Covid-19 virus outbreak has appealed to all educational institutions, from the early childhood education level to tertiary institutions, not to carry out face-to-face learning in schools and to replace it with learning from home through an online system, namely distance learning.

The government PAUD level education unit appeals to educators to design appropriate learning strategies and not to fully prioritize children's cognitive strengthening. Besides that, the government also encourages parents of students to take it as a challenge so that the teaching and learning process during the pandemic can run optimally even though it is not carried out at school. Based on the discourse that has been found in early childhood education journals, Sunan Kalijaga Islamic University, Yogyakarta, in strategy journals to turn on early childhood learning motivation during the Covid-19 pandemic through publication, it can be drawn that the red thread is to turn on students' learning motivation in maintaining the continuity of education in policy. study from home (SFH), during the covid-19 pandemic with the publication of student learning results it was proven to be able to revive student learning motivation even though studying at home (Fadilah., 2021). Measuring from the discourse assumptions above, it is necessary for the author to dive deeper into learning strategies for teachers during the Covid-19 pandemic, which are in accordance with the circumstances and conditions of each city . So that an active, creative and innovative learning process can still run optimally.

2. Methods

This research method uses qualitative research methods. Qualitative research method is qualitative research is research that is based on the philosophy of post-positivism, which is used to research on a natural object condition problems that occur at this time, for researchers can be as a key, sampling data sources is done purposively and snowball, collection techniques by triangulating data analysis in the form of words or verbally from objects that have been observed and emphasizing more data collection techniques , namely using observation, interview and documentation techniques (Sugiono, 2017).

The type of approach used in this study uses a descriptive approach. A descriptive approach is a research approach that describes a symptom, as well as an event phenomenon, events that are happening at the moment and we can use this approach according to conditions and situations (Ibrahim, 1989). For data collection techniques used by researchers include: The observation method is a way to collect all data through observing and recording the situation being seen as well as with documentation about the phenomena being investigated or researched either directly or indirectly (Hadi, n.d.), techniques interviews in order to get information directly by asking written and unwritten questions to the respondents (Ahmadi, 1997). Documentation is the collection of information data

through archives and collecting important documents to find transcripts of photos, books, newspapers, magazines, inscriptions, meeting minutes (G, 1993).

3.   Result and Discussion

The strategy used by the teacher uses online and offline learning strategies and can collaborate both "blended learning". Distance learning online or online (online or e-learning) is a learning process using interactive internet-based models and learning management systems (LMS). According to the newspaper, e-learning is the first finding of e-learning as learning that uses electronic devices (LAN, WAN, or the internet) in order to be able to convey learning content, interaction, or guidance. This online learning greatly facilitates the interaction between students and teachers and parents. Here students can share information, help each other and work together and can access learning materials every day. While distance learning outside the network or offline (Offline) is learning that is carried out at home using media tools in the form of television, radio, independent learning modules or worksheets or printed teaching materials or objects in the surrounding environment. Teachers can also use a blended learning system, a learning that collaborates online and offline systems in learning.

The flexibility of the method is left to each work unit, how in five days learning can be divided into two stages. In the first stage of the offline system, students meet directly with the teacher at school, then the rest of the day is carried out by an online system to work on assignments carried out by students. Blended learning is a learning model that combines face-to-face learning with e-learning. Blended learning is a new concept in learning where delivery of material can be done in class and online. A well-executed combination between face-to-face teaching where teachers and students meet face-to-face and through online media that can be accessed at any time. The combination of face-to-face learning with e-learning is due to limited time and it is easy to make students feel bored quickly in the learning process and the demands of increasingly widespread technological developments.

For online learning teachers use constructivist pedagogy which includes collaboration, projects, questions, discussions. And for offline learning the teacher uses guided discovery, discussion, demonstration and cooperative learning. The definition of constructivist pedagogy for pedagogy is the art of teaching to children, constructivist means building knowledge from the experience of each individual. According to Piaget Constructivism is a system to explain how students as individuals adapt and improve student knowledge. Constructivism according to Litter is a new model in education that contains information that can regulate a person to acquire knowledge and be able to respond to technological challenges. Providing learning materials with this problem is intended to stimulate students to be able to think critically and argue when faced with new facts (Rizka Harfiani, Mavianti Mavianti, 2021).

Students are treated so they can think and are trained to become thinkers, not just passively receiving knowledge. To implement constructivist learning the teacher emphasizes improving skills in the learning process not only focusing on learning outcomes and the teacher must be able to carry out the strategies

implemented so that they can create collaborative learning that can link discussion of a problem from various points of view.

RA Umm Zainab chose an online learning strategy using a constructive pedagogy which included collaboration, projects, questions and discussions. Sometimes the teacher does not use these 4 strategies but can be interspersed with general learning such as directly giving counting material or imitating the letters of the AG alphabet, the time for collecting assignments has also been determined by the teacher. For collaboration so that parents and students can collaborate while studying at home, the teacher already has some activity learning materials such as:

1) Conducting experiments at home This activity is designed to be able to use tools and materials at home. An example of the activity of carrying out a color mixing test experiment which will later produce a new color. Parents and students will discuss with each other about the tools and materials to be used, after finishing the results are sent to the homeroom teacher.

2) Conducting conversations using Javanese, parents and students practice dialogue in using Javanese about washing hands properly and how to wear masks properly and correctly. This is done in the video, after it's finished, it can be sent to the homeroom teacher, each of these is done, interesting creativity will arise from this activity.

For project learning activities at home the teacher can send learning material in the form of a short video such as a video about the human respiratory system, namely the nose. In the video, the teacher will explain briefly about the respiratory system. After finishing, the teacher will ask each child questions such as: 1) do we breathe using? 2) what goes through the nose ? 3) after entering the nose where does the air go? 4) how do we breathe?

Learning by using the questions themselves can be done at home. The teacher can send a number of 2-3 photos, such as the teacher taking a photo carrying props in the form of fruit or you can also make a video call to the parents of students. This gives students the opportunity to think before asking questions. Later it will raise the question, ma'am, what is that picture? is it edible? where to buy ? learning will be meaningful and memorable for children if in their minds they always want to know what will be the topics they will discuss, teachers must also be creative and able to pay attention to students so they can focus on the learning material provided.

Discussion of one of the teaching and learning techniques that is usually carried out by a teacher at school in this technique occurs in the process of interaction between two or more individuals who are involved in exchanging experiences and information. The teacher's role in the discussion strategy itself does not guide students ' conversations, but the teacher will encourage them to be able to express themselves and be able to communicate and be able to develop ideas more broadly to their friends, teachers and other people. There are various topics that can be used as discussions for students, especially for kindergarten children, such as events at school, at home or in the surrounding environment, for example, we can make discussions about events that are happening right now. Yesterday our school had a long holiday, why? Yesterday

there was heavy rain until several trees fell on the road. What will the children do?.

The offline learning strategy itself which has been explained above the teacher uses guided discovery, discussion, demonstration and cooperative learning. Guided discovery is an activity for students to be able to make connections or build concepts through interaction with humans and objects around them. Guided learning activities will allow students to be able to tell, explain, inform and be able to ask questions. An example of offline learning with guided discovery in this activity the teacher wants students to be able to understand different shapes, sizes and colors from the media that has been provided. The teacher provides colorful buckets and blocks of various sizes and colors as well as various shapes of different blocks and colors. Students fill the bucket with blocks according to color and shape after which the teacher asks several questions, for example "which bucket has the largest block size?" "Are there more yellow buckets than blue buckets?". It is hoped that the questions that have been asked by the teacher can guide children to determine ideas about shape, size and color, later students can make appropriate conclusions according to their findings.

The discussion method is learning that shows mutual interaction between teachers and students, students and other students, such as teachers talking to students, students talking to teachers and students with other students. The teacher's role in the discussion strategy itself does not guide students conversations, but the teacher will encourage them to be able to express themselves and be able to communicate and be able to develop ideas more broadly to their friends, teachers and other people. There are various topics that can be used as discussions for students, especially for kindergarten children, such as events at school, at home or in the surrounding environment, for example, we can make discussions about events that are happening right now. We can discuss things like what happened at school together, including the following: 1) who clears up the desks in class after finishing studying? 2) what should we do if our friends bring toys to school? 3) why yesterday's daughter did not go to school? The topic above is quite simple and easy for kindergarten children, but it can make interesting discussion material for students if the teacher can develop it more broadly.

For demonstration learning itself is a way of showing how the learning process is and how a task to be carried out works. The teacher demonstrates learning and directions given to children. Here the demonstration is how the teacher describes teaching and giving learning instructions to students what to do at the beginning of the core activity and until the end of the demonstration activity. For example the teacher teaches how to cut paper properly and correctly using scissors, here the teacher asks the children's attention to pay attention to learning, shows how to hold scissors using the right hand after that the teacher asks students to respond how can children cut paper now? Through demonstrations students can get explanations, better understand how to do something, the process of something happening, not only hear, but can see and learn directly. And finally cooperative learning, cooperative learning involves the role of responsibility between teachers and students in order to achieve learning

goals. Here the teacher only plays a role in supporting children to learn together, while students are tasked with acting as friends and mentors for their friends. The activities that can be carried out in cooperative learning are: making collages in groups of 2-3 children, dancing in pairs, making mosques from group puzzles, making houses from wooden blocks. One of the most important things in learning is to provide convenience for teachers in learning because in early childhood aspects of social development are developing. Here students can feel happy playing together, can make friends with anyone, and enjoy working in small groups.

The teacher using the strategy described above is the teacher's effort so that the learning process can be carried out even though there is an outbreak of the Covid-19 virus with this outbreak it does not make the teaching and learning process just stop but we still have to try and make efforts so that the learning process does not stop. The various efforts made by the teacher are successful or not, at least the teacher has tried his best, this also did not escape the help of parents to assist the learning process during the Covid-19 pandemic. The learning material delivered is carried out according to a circular letter from the Minister of Education and Culture who issued circular letter no. 4 of 2020 which recommends that all learning activities be carried out in their respective homes. In order for the learning process to run even though there are many obstacles, the teachers always try so that the delivery of learning material can be conveyed and not left behind even during the Covid-19 pandemic.

However, during the Covid-19 pandemic, it was not possible to carry out the material in accordance with the RPPH and RPPM that had been made, the aspects to be addressed were also not possible to be achieved here, teachers use the curriculum currently used using an emergency curriculum (under special conditions), where the emergency curriculum is reduced to basic competencies. students are not burdened with demands to complete all curriculum achievements. Especially for PAUD, Kindergarten itself, the principle is (Play is learning) where the learning process is carried out when children play and carry out daily activities at home. before we implement online and offline learning strategies, we as teachers make schedules and materials that are in accordance with current conditions in advance for the distribution of the teaching and learning process so that it can be carried out.

For online learning, the teacher usually sends messages via WA at 06.30 and informs them to carry out Duha prayers and share assignment information that day. The teacher explains first in the WA message if the parents don't understand the teacher will explain it again. And for offline learning the teacher only provides 1 learning material for the 2nd material the teacher only fills in a habit such as memorizing hadith singing, ice breaking or providing encouragement and motivation for students to be more enthusiastic in learning here the teacher also tries to make students not bored or bored if the learning is not as they should expect. This is done because of the limited short offline learning time. Here teachers and parents work together and help each other so that the online and offline learning processes can be carried out. The learning media and learning tasks used by the teacher are also different if online learning requires a cell phone and a data package.

Offline learning media at home uses TV, for example learning programs through TVRI, radio, worksheets, worksheets and printed teaching materials that have been given by the teacher, we can use learning media from objects and the surrounding environment as learning media. During the learning period during the Covid-19 pandemic, teachers who were originally information centers were now replaced by parents who were information centers. Tasks are also different for online and offline learning, online assignments themselves only have 1 assignment material and even then they can be done anywhere or anytime according to the time set by the teacher.

Parents or guardians of students can pick up assignments at their respective homeroom teachers, while collecting assignments in the previous week, online assignments can be shared via WhatsApp, parents can also take assignments at school. With this assignment the teacher can monitor the child's development through the assignment sheet given by the teacher so that the child can study at home, taking assignments and collecting assignments is carried out alternately and the teacher continues to follow government regulations to comply with health protocols to always wear a mask, wash hands and keeping a minimum distance of 1 meter is done to break the rope of the spread of the covid-19 virus outbreak.

The offline task itself is the same as the online teacher only gives 1 material for students. Before giving material the teacher already knows the needs of students and already understands the abilities and conditions and existing environmental situations. Because every individual student is different. In 1 school week, the offline learning strategy process is carried out for 3 days , the same as online for 3 days. The schedule for implementing the offline learning strategy for Kindergarten A is carried out on Monday, Wednesday and Friday, and the implementation of the online learning strategy is carried out on Tuesday, Thursday and Saturday. For Kindergarten B the implementation of offline learning strategies is carried out on Tuesday, Thursday and Friday, and the implementation of online learning strategies is carried out on Saturday, Monday and Wednesday. For Friday the entry system takes turns for Kindergarten A entering at 07.20-09.00 and for Kindergarten B entering at 09.00-10.30 The students take turns to enter school this is done to comply with government circulars regarding large-scale social restrictions (PSBB) so as not to be exposed covid-19 virus.

In implementing online learning, teachers use cellphones (hand phones) and utilize the WA application (whatsapp) as a communication tool between teachers and students to convey learning material. At first the offline learning process was carried out in the classroom but the class situation did not allow it because the school holidays were long and the classrooms needed repairs, the teacher diverted learning to the prayer room in front of the principal's house, Mrs. permission and permission to make the teacher study directly contact the parents of the students that the learning process is diverted in the prayer room. Before being occupied for studying, this prayer room is cleaned before learning and after learning, even though the place is not adequate, the teacher has tried to keep the learning process carried out, parents also don't mind if learning is carried out in the prayer room.

In the RA Ummu Zainab environment, everything starting from the guardians of students who take their children to school, students and teachers and all residents in the environment comply with the health protocol of having to wear masks, wash hands and check body temperature. After the lesson is finished, the teacher examines the schedule that has been made or planned. This is done so that the teacher can control and examine if there is something lacking or excess in the learning process. Even though carrying out face-to-face learning at schools, the school implements health protocols to prevent the transmission of the Covid-19 virus. During the Covid-19 virus outbreak, parental supervision and teacher monitoring of children's activities learning from home is the most important thing in implementing learning strategies, the success or failure of an activity cannot be separated from teachers, parents and children. In implementing learning strategies during the Covid-19 pandemic, it is necessary to have several factors, both external and internal factors. External factors, namely factors that come from children, parents and the surrounding environment, internal factors, namely factors within the child himself that come from God. The inhibiting and supporting factors for online and offline learning strategies.

As for the supporting and inhibiting factors for the online and offline learning process, teachers are trying to ensure that during the Covid-19 pandemic, children continue to study in safe and secure conditions. Cooperation and communication that is established between parents and teachers make it the main benchmark in supporting the learning process (Safira, Dela, Maviantii, 2022).

Learning materials that facilitate the main thing in supporting the learning process. Monitoring of teachers and parents must also be well established. As has been discussed in the previous point that there are parents who do not agree to carry out the online learning process they assume that only carrying out offline learning is because some parents do not have cell phones or cannot afford a data package and they also assume signal constraints but the teacher provides understanding and explanation in order to continue to carry out learning at home, this is in accordance with a government circular.

The teachers explained that parents and teachers must work together to facilitate the online learning process, those who don't have cellphones or data packages can ask questions or entrust assignments that have cellphones or data packages. It is also possible for those who have a cellphone and a data plan to inform those who don't have a cell phone or don't have a data plan. Factors that support offline learning itself are still limited because every day or week the number of victims exposed to the Covid-19 virus is increasing. As for one of the factors supporting offline learning, namely the opening of the learning system directly in the yellow and green zones, even then we are still implementing and complying with health protocols to prevent exposure to the Covid-19 virus. Such as the obligation to wear a mask, use hand sanitizer, wash hands with soap using running water and maintain a distance of at least 1 meter.

For supporting factors online learning strategies themselves can take advantage of technology, parents can be closer to children and can be done anywhere or anytime (according to a predetermined schedule). For several inhibiting factors, the teacher makes it an evaluation in learning strategies and

can improve learning strategies so that they are better even during the Covid-19 virus pandemic.

4. Conclusion

Based on the results of the research that has been done, the researcher obtains the following conclusions: Learning strategies during the covid-19 pandemic at RA Ummu Zainab used online and offline learning strategies and could collaborate the two "blended learning". For offline learning strategies the teacher conveys learning using strategies such as guided discovery, discussion, demonstration and cooperative learning while for online learning strategies the teacher uses constructivist pedagogical strategies which include interaction, collaboration, exploration, projects, simulations and discussions so that they can convey learning even though it is implemented to facilitate the learning process so as not to be left behind, with learning during the Covid-19 pandemic.

Factors supporting online learning strategies are being more able to utilize technology, parents can be close to children, information, for media to convey messages or receive information. For the supporting factors for offline learning strategies, namely the opening of the learning system directly in the yellow and green zones. The inhibiting factors for online learning strategies are not having a cell phone (hand phone), internet quota and slow internet network. The inhibiting factors for online learning strategies can be from their own children, such as being bored with online learning, lazy learning, lack of focus, parents are lazy to accompany their children to study. Parents are busy working, teaching and learning is not effective. The inhibiting factors for offline learning strategies are limited time, independence in learning.

Through face-to-face teachers must provide more direction and motivation so that students remain enthusiastic about learning even at home or studying at school. Patiently and don't rush when explaining learning material even though the implementation of offline learning has very little time.

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