



The Effectiveness of the Basic Level of Combination Online Education and Training for Early Childhood Education Teachers

Nipriansyah¹; Sudarwan Danim¹; Asti Putri Kartiwi¹; Edy Susanto²

¹ Universitas Bengkulu, Indonesia

² Universitas Dehasen Bengkulu, Indonesia

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Abstract

The purpose of the study was to determine the effectiveness of the Basic Level of Combination Online Education and Training for Early Childhood Education Teachers. The method used in research is a type of evaluation research using qualitative research methods. Data collection techniques using observation, interviews and documentation. Observation by observing directly the learning activities and learning outcomes of the training participants. Interviews with resource persons for activities, namely with the head of the education and training institution, education and training instructors, independent task practice assistants, training participants and education and training admins. And documentation techniques to obtain basic training data for combined online modes. Based on the results of the study, it was shown that the implementation of the basic level tiered online mode of training was effective and able to improve the competence of educators with the final assessment results being that 9 training participants received a weighted score with a very good category of 9 people, good 10 people and enough 7 people and all participants were declared Graduated. This research is important to do because it has never been done by previous researchers, and the basic training for combined online mode is different from the previous online training, this combined online mode training uses an LMS and the requirements to be included in this LMS participants must be registered in the dapodik and have a SIMPKB. Based on the findings, the researcher recommends that this combination online mode basic training continue to be developed because there are many conveniences and leniencies such as learning that can be done anywhere and is not too time-consuming.

Keywords: *Effectiveness; Basic Level Tiered Training; Combined Online Mode*

Introduction

The impact of the Covid-19 pandemic which is currently sweeping the world, including Indonesia, is one of them, several sectors ranging from health, economy, and education have undergone major changes (Shofiyah et al., 2021). The Covid-19 pandemic has an impact on human activities to move to digital media, including education services (Iqbal & Sohail, 2021). Nowadays humans are increasingly required to master the sophistication of technology so as not to be left behind in any aspect,

both in terms of education and the economy. There are several types of learning in this digital era, namely blended learning, distance learning, mobile learning and virtual learning (Azis, 2019)

One of the government's efforts in educating the nation and developing a complete human being is through Early Childhood Education (Early Childhood) (Riza et al., 2014). Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph (14) states that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help growth and development. physically and spiritually so that children have readiness to enter further education.

Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, evaluating students in formal, non-formal and informal early childhood education (Susanty, 2020). In line with what was conveyed (Mahyuddin, 2018) Early Childhood educators are professionals who have a very important role in the implementation of learning, thus Early Childhood educators should carry out their duties as educators after the competencies and qualifications are met. Teachers are people who play a very important role in making quality and quality education. One of the characteristics of good quality education is the creation of a good learning process (starting from planning, implementation, and evaluation) (Sumitra et al., 2018). Good quality education can encourage the creation of a quality, creative and productive society.

The use of digital in human life in the Industrial Revolution 4.0 is increasing sharply (Abdullah, 2019), the conventional learning system must gradually be assimilated into learning that can take full advantage of Information and Communication Technology (ICT). This is not only a demand, but has become a need that must be addressed systematically. Early Childhood teachers are one of the components of the education system that carry out learning and are an important part of responding to this challenge.

To answer this challenge, various kinds of activities, both learning at school and training to increase competence carried out by teachers are also carried out using online learning methods. The online learning method is a learning method that uses technology and internet networks ranging from using Google Meet, Edmodo, WhatsApp, Google Classroom, Zoom, Qualitiva or other applications (Kristina et al., 2020) (Armayanti et al., 2020). The online learning system is implemented through a computer (PC) or laptop connected to an internet network connection(Susanty, 2020) the same thing with research conducted by (Rahayu & Wirza, 2020) that online learning devices can also use smartphones, laptops and PCs, Ipads. In doingIn this online mode of learning process, educators and students must have good internet access, learning facilities, adequate IT skills (Monica & Fitriawati, 2020).

Improving the quality, both competence and qualifications of early childhood teachers, is inevitable. early childhood teachers as educators for the younger generation who will live in their time are required to be able to observe the needs of children in their era so that they can provide the right stimulation to early childhood. entering early childhood education is very different in shaping cognitive and socio-emotional, economic and cultural backgrounds, and so on, this will determine the future of children (Dijkstra et al., 2016). The task of early childhood educators is to plan, carry out the learning process, assess learning outcomes and provide guidance, care and protection for students (Sum, 2019). In addition, it should be stated that early age is a golden age in child development. At this golden age, children experience very rapid development so that children must get the right stimulation or stimulation from their environment (Ani et al., 2021).

Research results from (Awaluddin, 2018) showed that both pure online and combined online mode training succeeded in increasing the competence of learner teacher participants. This online mode of teacher training provides many conveniences such as learning can be done anywhere and teachers do not have to leave their obligations in teaching.

Along with the research conducted by (Martika et al., 2018) stated that the application of the combined online mode learning teacher program has effective and can improve teacher competence.

From several previous studies, researchers see that there are several advantages in conducting combined online mode training for early childhood teachers, namely training and education using a learning management system, the training teacher is also a trained teacher and has attended training of trainers and has a SIMPKB account. learning is done face-to-face virtually, training participants also learn independently through LMS in which the task of participants is to review material, discuss, independent assignments and reflection. Education and training teachers can see and supervise learning activities by using modules in the LMS application.

This research was conducted at one of the education and training institutions (LPD) which is a professional organization for teachers and early childhood managers in the city of Bengkulu, namely HIMPAUDI. Bengkulu Province is one of the provinces in Indonesia which is located on the island of Sumatra which is directly adjacent to the north of West Sumatra, in the east it is directly bordered by the province of South Sumatra and Jambi Province, in the west by the Indian Ocean, in the south directly by the province of Lampung. Bengkulu has 10 districts and cities. In the 1930s Bengkulu became a dumping ground for a number of activists supporting independence, including Soekarno. It was during this period that Soekarno met Fatmawati who would later become his wife. Bengkulu City is a city called the city of students. in Bengkulu City there are 469 early childhood units, both formal and non-formal (source of dapodik). In 2021 early childhood teachers in Bengkulu city numbered 1083 people spread across public and private early childhood units with qualifications from SMA to S2 but there are still a lot of early childhood teachers who graduated from high school.

This research is new and has never been carried out by previous researchers, because this study looked at the effectiveness of the basic-level tiered online mode of combination of early childhood teachers in Bengkulu city organized by the Association of Educators and Early Childhood Education Personnel (HIMPAUDI). This combined online mode basic training is a new program launched by the Ministry of Education, research and technology based on the Learning Management System (LMS). The main requirement to be able to take part in this training is that you must join the Dapodik and have a SIMPKB account, not only participants but all teachers, admins and the training committee must also have a SIMPKB. This research contributes to the development of science and technology, especially in the field of learning and makes it easier for early childhood teachers to improve their competencies.

Methods

This type of research is evaluation research using qualitative research methods. Evaluation research is a scientific way (empirical, rational and systematic) to obtain data with the aim of knowing the effectiveness and efficiency of projects, policies and programs. This research is a descriptive research conducted to describe in detail about the situation and circumstances of a phenomenon. This research was conducted in Bengkulu City, Bengkulu Province. The object of research or the source of the data are early childhood teachers who are participants in the basic level tiered training for combined online mode early childhood teachers. Which is located in Bengkulu City with 26 participants. The sources of data in this study were training participants, training instructors, the head of the education and training organization (LPD) and LPD admins, assistants for independent task practices. To obtain data and analysis, the data collection techniques were carried out with three data collection techniques, namely: (a) observation, (b) interviews and (c) documentation.

Results and Discussion

Types of Tiered Training

The online mode tiered education and training program for early childhood teachers has three types of training.

- a. Basic Education and Training with a load of 48 lessons @ 45 minutes and 210 hours of independent assignment lessons aimed at preparing educators with minimal competence as young assistant teachers.
- b. Advanced Education and Training with a time load of 64 lesson hours @ 45 minutes and 210 hours of independent assignments aimed at preparing educators with minimal competence as assistant teachers.
- c. Advanced education and training is aimed at 80 hours of lessons @ 45 minutes face-to-face and 210 hours of independent assignments to prepare educators with minimal competence as early childhood teachers.

Implementation Mechanism

The implementation of Basic Level Tiered Training for Combination Online Mode of early childhood teachers begins with program design by the GTK PAUD Directorate together with the Development Team and Expert Team based on Ministry of Education and Culture policies. Furthermore, the launching activity was carried out to mark the start of the program followed by recruitment of LPD, training teachers, practice supervisors, and admins. After the LPD, training instructors, practice supervisors, and admins are established, briefing is carried out for training teachers, practice supervisors, and admins. Furthermore, training is carried out for the target teachers. The components involved in the implementation of this training are: a) organizers b) facilitators c) training instructors d) practice supervisors e) administrators f) training participants, g) early childhood education units where they work, h) financing.

Training Participants

Training participants are early childhood educators who meet the requirements and register for the Basic Tiered Education and Training for Combination Online Mode early childhood Teachers. The requirements for training participants are: a) physically and mentally healthy b) maximum age 55 years c) minimum education qualification of high school equivalent d) enroll in dapodik e) have SIMPKB account f) have internet access and understand using IT.

Program Structure

The structure of the program for the implementation of the Basic Level Tiered Education and Training for early childhood Teachers in Online Mode. The combination of the stages with the material and time for the implementation of the activities is presented in the table.

Table 1. Structure of Basic Level Tiered Education and Training Implementation for Combination Online Mode early childhood Teachers

No	Material	Time
Material deepening stage		
1	Early Childhood GTK Policies and Programs	2
2	Academic and Operational Technical Explanation of the Early Childhood GTK Program and Instructions for Learning Methods	0
3	Early Childhood Basic Concepts	5
4	Early Childhood Growth and Development	4
5	Introducing Children with Special Needs	4
6	How to Learn Early Childhood	6
7	Lesson Planning	6
8	Child Development Assessment	5
9	Early Childhood Health and Nutrition	8
10.	Communication in Parenting	4
11.	GTK early childhood Ethics and Character	4
12.	Tlce Preliminary and Final Test	0
Number of Material Refinement Stages		48

Basic Tiered Education and Training for early childhood Teachers in Combination Online Mode has a learning pattern of 261 Time Allocation which is divided into a material deepening phase for 51 Time Allocation inputs and an independent task implementation stage for 210 Time Allocation where 1 Time Allocation is equivalent to 45 minutes. The material deepening stage is a process of acquiring knowledge, understanding, and skills which is carried out through an LMS with online mode for 51 Time Allocation. After following the material deepening stage, participants continued independent task activities equivalent to 210 Time Allocation which aimed to prepare educators to have the competence of Young Companion Teachers.

The assessment aims to determine the level of completeness and achievement of participants' competencies so that they can be used as the basis for making decisions both for improving the training process and graduating participants. The assessment process for training participants includes an assessment at the stage of material deepening activities and the implementation of independent tasks. Assessment at the stage of deepening the material includes assessment of attitudes, knowledge, and skills. Attitude and skill assessments are carried out by training and education instructors, while knowledge assessments are taken from final test scores conducted online at LMS.

To be able to take the final test, training participants must complete all activities in the LMS (100% activity completion) and have a virtual face-to-face attendance of at least 80%. The final test score of participants is at least 70 (on a scale of 0-100). If during the final test the participant cannot achieve the minimum score, the participant is given the opportunity to take the final test again up to 3 (three) times. If the remedial participant scores higher than the minimum, then for the calculation of the completeness score a minimum score of 70 will be taken. Training participants who have taken the final test and get a minimum score of 70 will receive a Certificate of Having Followed the Stage of Deepening of Basic Level Tiered Training Materials for moda early childhood teachers online combination and has the right to proceed to the stage of implementing Independent Tasks.

Independent tasks are carried out with a controlled system, i.e. each step of the implementation of independent tasks is known, studied, approved, accompanied by a practice supervisor determined through

the application. In general, the implementation of independent task guidance is as follows: a. Preparation of lesson plans; b. Implementation of play/stimulation/nurturing activities; c. Implementation of clean & healthy living habituation activities; d. Assessment of child development in KBM; e. Implementation of optional independent tasks; f. Local study visits; g. Follow the early childhood group; h. Compilation of independent task reports.

How to Learn

How to learn for basic level tiered training participants begins with independent study using learning tools in the form of materials, videos, and formative questions. Then participants enter into a collaboration room to share experiences, ideas, knowledge by elaborating trigger questions and case studies. The activity was continued with mentoring from the teacher in the form of material strengthening, guided discussions, questions and answers, and problem solving through Virtual Face-to-face. After that, the participants reviewed the learning and assignments that were guided by the teacher. At the end of strengthening the material, participants reflect on learning. After the participants have strengthened the material, the participants carry out independent tasks in the form of practice in the field, which is guided by a mentor. As long as participants carry out these independent tasks.

Table 2. Tiered training schedule and time allocation with combined online mode

No	Material	Training Hours			Days to	Code	Source person
		TMV	Activities at LMS	Total			
1.	Early childhood gtk program policy	2	-	2	I	-	Bengkulu City Education Office
2.	Pre-test	-	-	1	I	-	LMS
3.	Academic and operational technical explanation of the early childhood gtk program and direction of instructions on learning methods	1	-	1	I	-	LMS
4.	Early childhood basic concepts	2	3	5	II	A	Mameta, M.Pd
5.	Early childhood growth and development	2	2	4	III	B	Jumaliyah Agustin, SE
6.	Introducing children with special needs	2	2	4	IV	C	Saparida, M.Pd
7.	How to learn early childhood	2	4	6	V	D	Tri Siswati, M.Pd
8.	Lesson planning	2	4	6	VI - VII	E	Lani Marlana MTPd
9.	Child development assessment	2	3	5	VIII	F	Sri Widiarti, M.Pd
10.	Early childhood health and nutrition	2	6	8	IX - X	G	Yuli Suprihatin, S.Pd
11.	Communication in parenting	2	2	4	XI	H	Elly Erliyah, S.Pd
12.	Gtk early childhood ethics and character	2	2	4	XII	I	Emi Yuliana, S.Pd.I
13.	Final Test	-	-	1	XII	-	LMS

The time for the implementation of this combination online mode tiered basic level training activity is on October 04 to October 29, 2021, with virtual face-to-face meetings starting from October 04 to October 13. Then 14 to 29 October for making independent assignments.

Evaluation

The assessment is carried out on the training participants by the training instructor and practice supervisor. The purpose of the assessment is to determine the level of completeness and achievement of participants' competencies so that they can be used as a basis for making decisions both for improving the training process and graduating participants. The assessment process for training participants includes an assessment at the stage of material deepening activities and the implementation of independent tasks. Assessment at the stage of deepening the material includes assessment of attitudes, knowledge, and skills. Attitude and skill assessments are carried out by training and education instructors, while knowledge assessments are taken from final test scores conducted online at LMS.

Results and Discussion

The implementation of this combination online mode tiered basic level training was opened directly by the head of the Bengkulu city education office and attended by the head of HIMPAUDI Bengkulu province, the head of the Bengkulu city HIMPAUDI, all resource persons and the organizing committee of the education and training organization and was attended by 26 participants of the combined online mode basic training. The opening which was carried out through a virtual face-to-face went smoothly and solemnly.



Figure 1. Opening of Online Education and Training in Combination Online Mode

The method used in the basic level tiered training in combination online mode means that the learning method is carried out online (within the network) and offline (outside the network). This method is very feasible to be used in basic-level tiered training activities with combined online modes, but if this training activity uses a pure online method, it will be even more effective. The use of good methods will be able to increase equitable access to quality learning.

In the implementation of this combination online mode basic training, the training participants are participants who meet the requirements but in the field of 26 participants there are 8 participants who are less skilled in operating computers or laptops, but all participants can use smartphones. Time is closely related to the basic level tiered training schedule for combined online modes. The schedule of activities is prepared by informing about the time allocation, types of activities, activity materials and presenters so that the activities to be carried out can run well and on time. Conditions in the field during the training and education process were not in accordance with the predetermined schedule, there was a slight delay in time.

In the implementation of the basic level tiered training for combined online mode, the activities that must be followed by the training participants are face-to-face virtual meetings in which participants enter virtual zoom and google meet classes that have been provided by the committee, for teaching materials or materials delivered there are 9 learning materials that will be accepted by the participants. The material is delivered by the education and training teacher according to a predetermined schedule. However, the reality is that when the virtual face-to-face time arrived, there were still some participants who were late joining the virtual class even though in the end all participants joined.

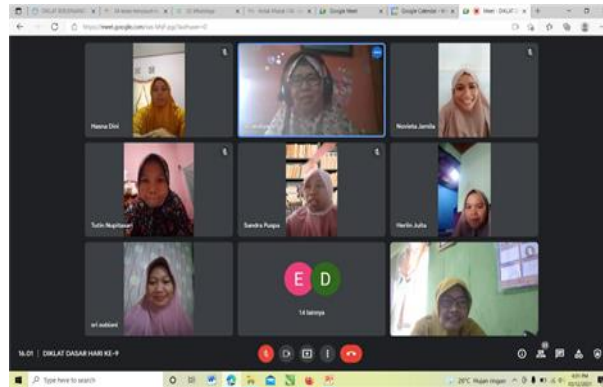


Figure 2. Virtual Face-to-face Activities (TMV)

In addition to virtual face-to-face, there are four tasks that must be carried out by training participants, namely participants must open a Learning management system through <https://lms02-gtkEarlyChildhood.simpkb.id>. In the LMS, participants must work on independent assignments, collaboration (discussion), review of material and reflection. However, the reality in the field is that many participants are less active in carrying out the discussion. Do-it-yourself work but upload time Partial end time limit. Participants must open and work on the module from the beginning and continuously, the next room will open if the previous room has been worked on. Of the 26 participants there were 2 people who did not do it on time but these participants finished it when given extra time within 12 hours.

After learning is complete, participants must complete independent assignments and continue with the preparation of the final report. During the practice of independent assignments, there were no significant obstacles, all participants completed independent assignments and reported independent final assignments because they were directly guided by the practical assistant face-to-face (offline).



Figure 3. Independent Task Practice Guidance Activities (PPTM)

Based on the results of the assessment of the training participants' tasks carried out by the education and training teachers, they are:

Table 1. Recap of Student Assessment Results

No	Weight	Number of participants	Note:
1	Very good	9	Graduated
2	Well	10	Graduated
3	Enough	7	Graduated
4	Currently	-	-
5	Not enough	-	-

Based on the table above, it is explained that 9 training participants received a weighted score with a very good category of 9 people, both 10 people and 7 people enough and all participants passed.

In the implementation of this Basic Level Tiered Education there are several obstacles: 1) some participants who are still not fluent in operating computers/laptops so that in doing their assignments, participants still ask for help because there are several tasks that must be typed and participants still ask for help from friends or family; 2) the schedule of activities is prepared by informing about the time allocation, types of activities, materials presented so that the activities to be carried out can be well coordinated. However, the conditions in the field during the process of organizing the basic level tiered education and training process for this combination online mode were not in accordance with the schedule that had been set; 3) this learning is distance learning. In this combined online mode, many participants have difficulty using the LMS application, starting from opening the application, some are still confused, there are also some who have difficulty downloading materials, uploading assignments and pre-starting. test and post test, but slowly and gradually the participants were able to complete it even though they asked for help from people to complete it; 4) in the implementation of basic online mode training, the combination of targets/objectives in this activity is to improve teacher competence, skills and also the professionalism of early childhood teachers. But in reality the goals/goals are not fully effective because there are still some participants who are not satisfied, especially the senior participants who feel that this training activity is not suitable because of the lack of information and communication technology skills, so this training is very suitable for the participants. young people because they will be able to absorb knowledge quickly and utilize technology appropriately; 5) the network is less stable so that when a virtual face-to-face meeting there are several participants in and out of the virtual application.

The advantages of carrying out this basic online mode training are: 1) In the implementation of the basic online mode training, there are already good teachers, experienced teachers and have followed the TOT in accordance with the early childhood field; 2) participants can take part in other activities apart from basic training, participants can attend combination online mode basic training anywhere; and 3) teachers do not have to leave teaching assignments because learning times are flexible.

Conclusion

Based on the results of the research, the authors can draw the conclusion that the implementation of the basic level combination online mode of education and training for early childhood teachers is effective and able to improve the competence of early childhood educators, although there are several obstacles in the implementation of combined online mode training, it does not reduce the enthusiasm and learning outcomes of the training participants. It can be seen from the students being able to follow the activities from start to finish until they are finished on the final task of the training participants. With the results of the final assessment, 9 training participants received a weighted score with a very good category of 9 people, both 10 and 7 people were sufficient and all participants passed.

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