

## HYBRID LEARNING IN EARLY CHILDHOOD EDUCATION IN THE COVID-19 ERA

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### Abstract

The change in educational communication among teachers, students, and parents in Early Childhood Education (PAUD) due to the non-natural disaster of the Covid-19 pandemic has pushed the change from face-to-face into online learning at home. Changes in communication in the field of early childhood education are worried to reduce students' understanding of materials. This study used a qualitative research method with a case study research design, which is hoped to obtain an understanding of educational communication with the aim of reviewing, exploring, and analyzing how educational communication is carried out by teachers, students, and parents at PAUD schools during the pandemic. The results showed that there was a change in the form of educational communication among teachers, students, and parents at PAUD consisting of several phases. At the pre-pandemic phase, educational communication was carried out face-to-face, but in the pandemic phase this communication was carried out online, then in the post-pandemic phase, the communication changed back to being conducted in a hybrid by combining direct face-to-face meeting and online communication. This has resulted in educational communication among teachers, students, and parents at PAUD due to the covid-19 pandemic experienced communication barriers. The barriers in the pandemic and post-pandemic were much heavier than in the pre-pandemic. Of the findings of the communication barriers, the unpreparedness in dealing with this situation from all parties involved became the most crucial one. Educational communication activities in PAUD occurred incompletely due to fast-paced changes in situations, which tended to be too late to be anticipated and adapted.

**Keyword:** Hybrid Learning, Educational Communication, Interpersonal, Communication, Early Childhood Education, Covid-19.

### 1.1 Introduction

Since the stipulation of the Covid-19 as a pandemic on March 11, 2020, the Government issued a Circular Letter of the Minister of Education and Culture Number 4 year 2020, which stipulated rules to study from home for school children and work from home for teachers, including those who work in Early-Childhood Learning Center (PAUD/*Pendidikan Anak Usia Dini*) units. In the field of education in Indonesia, this condition was an unexpected thing for teachers, students, and parents who suddenly had to find ways to keep

the learning process running even though they were at home for an uncertain period<sup>1</sup>. Educational management, including in PAUD, during a pandemic, has encouraged the acceleration of the technology use in learning, especially online learning. Teachers in a short time shifted face-to-face learning at school to online or distance learning collaborating with parents, which then became a challenge for many parties to have sufficient teaching learning provision. Therefore, teachers and parents needed to be supported with guidelines that allowed students to continue to be involved in the learning process, so that children's rights to education can be fulfilled<sup>2</sup>.

This change emerged to a new educational communication phenomenon, which at least was found by the researchers through interviews and pre-research observations at PAUD schools in West Java. Some facts were found related to educational communication among teachers, students, and parents who experienced many interferences and obstacles; and communication difficulties between teachers and students, students and students, parents and students, and teachers and parents because of the limited communication space among them. Parents became restless in dealing with studying at home since there was no complete learning atmosphere and situation. Most students seemed to be ignorant of their position as students and were too relaxed because they stayed at home, which certainly had a big difference between studying at school and at home<sup>3</sup>. This condition also affected the pattern of interaction and communication between teachers and parents when the established form of communication was predominantly in the form of text or writing different from oral communication conducted directly through face-to-face meeting before the pandemic.

This change also required adjustments to the educational communication that occurred in it. Previously, educational communication was carried out directly through face-to-face meeting. Then, it changed to online media communication using the internet network, such as Google and Zoom Meetings, then switched back to limited face-to-face learning activities combined with online learning activities. This condition is considered extraordinary, because all parties involved and responsible for the implementation of the education sector seemed unprepared and caused a crisis. All parties including teachers, students, and parents were not ready to accept this situation without being able to anticipate it and, like it or not, were forced to adapt to existing situations. PAUD schools in West Java were no exception.

Educational communication is a major factor in the development of the teaching and learning process, in which that communication between teachers and students needs to be built in this process. Early childhood likes to imitate what they see and hear. The words spoken from their teacher in this process have an important message for early childhood development. Harolf Spears in Agus Suprijono (2009:2) states that learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction. In relation to early childhood education, the series of children's learning processes that play an important role and become figures are teachers and parents who will serve as role models to imitate.

The Covid-19 pandemic has changed the way people interact. Therefore, it has had a major impact on people's psychology (Abdullah, 2020, in Munastiwi & Puryono, 2021:1). People are forced to change their

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<sup>1</sup> Muhammad Hasbi & Murtiningsih, "Membangun Komunikasi Positif Antara Guru PAUD dengan Orang Tua Murid (Selama Kebijakan Belajar dari Rumah)", Module of the Minister of Education and Culture, 2020, p. iv.

<sup>2</sup> *Ibid.*

<sup>3</sup> Wawancara prapenelitian dengan Ibu Dwi, Prinsipal PAUD Arvardia *Global Islamic School*, pada tanggal 2 Juli 2021.

way of life to block the threat of disease. To reduce physical contact, the government is promoting a “stay at home policy” (Setyawan & Lestari, 2020, Munastiwi & Puryono, 2021:1). The Covid-19 pandemic has disrupted the education sector, including early childhood education in kindergarten whose administrators have difficulty in meeting the planned education schedule and the low achievement of objective targets. Furthermore, there are problems with teachers, parents, and especially students. Most teachers face problems in creating interactive educational materials and conducting evaluations. Parents have difficulty in helping their children because of their rush activities and low pedagogical competence. Meanwhile, students experience difficult times due to limited resources for online learning (Munastiwi & Puryono, 2021:1).

The solution that can be carried out is to increase the mastery of information and communication technology (ICT), especially for teachers, parents, and children. Long-term reform of the education system is also needed to prepare for possible disasters that affect the education system, including integrating online learning in traditional education systems and developing infrastructure and supporting facilities (Munastiwi & Puryono, 2021:1; Sidiq et al., 2021). Due to the current trend in learning activities in the field of education in Indonesia, the fulfilment of information needs is only conducted conventionally, obtained through information from the mass media and teachers and religious or community leaders. However, it is also important to obtain information using internet facilities. The use of the internet using gadgets or mobile phones can be a supporting tool that can provide opportunities to achieve fluency and success in learning activities (Bajari et al., 2019).

Furthermore, the Covid-19 pandemic has also resulted in psychological and behavioral symptoms in children and teenagers. It began with the government policy to implement social restrictions and online learning at home because of pandemic situation. This policy caused conflicts between parents and children, sleep problems, problems with online study time per day, and time of physical inactivity per day due to limited physical activity (Wang et al., 2021:134).

In the pre-research by conducting observations and interviews, researchers and the Association of Indonesian Educators and Teaching Practitioners for Early Childhood Education (*Himpaudi/Himpunan Pendidik dan Tenaga Kependidikan Usia Dini Indonesia*) West Java decided three Cities/Regencies in West Java as representative study site. Subang City/Regency was chosen for the North area, Bandung city was chosen for the Greater Bandung area, and Garut City/Regency the East Priangan. Of those three regions, the pre-research was conducted to the Chair of the Regional Management (*PD/Pengurus Daerah*) in Subang, Bandung, and Garut City/Regency. The selected schools were PAUD Diraasah Al-Qur’anniyah Subang, PAUD Arvardia Global Islamic School Bandung, and PAUD Ibnu ‘Arrafat Garut. They were chosen because of the peculiarities and uniqueness of the educational curriculum, the social conditions of the community in their respective regions, and as a pilot PAUD.

This study aims to find out and analyze PAUD education communication in West Java during the covid-19 pandemic, where the context of educational communication emphasizes more on interpersonal communication aiming at studying, exploring and analyzing how educational communication, especially interpersonal communication is carried out by teachers to students, teachers to parents, and parents to children in the extraordinary conditions of the covid-19 pandemic. The focus of this study is how educational communication, especially interpersonal communication, was carried out by PAUD in West Java, in the covid-19 pandemic, in which that there was a change in educational communication from the pre-pandemic phase,

then to the pandemic phase, and finally the to the post-pandemic phase.

## **1.2 Method**

This study used the theory of symbolic interaction in communication science. Its material object was human and human behavior (human behavior). Symbolic interactions are based on ideas about individuals and their interactions with society. The essence of symbolic interaction is an activity reflecting human characteristics, namely communication or the exchange of symbols that are given meaning. Symbolic interaction refers to “communication” or more specifically “symbols” as the key to understand human life. Symbolic interaction refers to the distinctive nature of human interaction meaning that humans interpret each other and define their actions, both in interactions with other people and with themselves. The interaction process that is formed involves the use of language symbols, provisions of customs, religion, and views<sup>4</sup>. Therefore, individuals can be studied and analyzed through their interactions with other individuals (Mulyana, 2018)

The method used a constructivist paradigm with a qualitative approach to be able to explore the depth of a phenomenon. Moleong (2017:6) states that qualitative research is a study that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivation, actions, etc. holistically, by giving description in the form of words and language in a special natural context and by utilizing various natural methods. Qualitative research uses inductive thinking, which is built from specific to general things or from empirical facts to concept level (Kriyantono, 2014:196).

In general, qualitative research can be used for research on people’s lives, history, behavior, organizational functionalization, social activities, and others. These were also the reasons for choosing the qualitative research paradigm in this study to find out and analyze social activities as the focus of study, namely the conducted communication patterns, as well as to find out and understand what is hidden behind the phenomenon of educational communication between teachers, students, and parents of PAUD schools in West Java during the COVID-19 pandemic, using a case study design.

A case study according to Arikunto (2012:120) is one type of study that is carried out intensively, in detail, and in depth on an organization, institution, or a particular phenomenon. It is used to discover meaning, examine processes, and gain deep and complete understanding and comprehension of certain individuals, groups, or situations. Its data is obtained through observation, interviews, and documentation related to the topic. The case study qualitative research method is expected to provide an in-depth understanding of the problems studied. The study is conducted by exploring a limited system or a case in detail, collecting data in depth, from various information (Creswell, 2012:61). To explore and analyze educational communication carried out by teachers, students, and parents of PAUD in West Java during the COVID-19 pandemic, various stages of processes were conducted, namely direct field observations and in-depth interviews with children’s education facilitators, consisting of the chairman of the Early Childhood Education Association (Himpaudi), the Principal, and Teachers, and then in-depth observations and interviews with students and parents.

Data collection technique was carried out through observation, documentation studies, interviews, and triangulation (combined). Meanwhile, qualitative data processing was carried out through three stages, namely data reduction, data display, and data verification through source triangulation (conclusion drawing) (Miles & Huberman, in Sugiyono, 2018:337).

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<sup>4</sup> Dadi Ahmadi, “Interaksi Simbolik: Suatu Pengantar”, *Mediator* Vol.9 No.2, 2008, hal 302-303.

### 1.3 Findings

The involvement of all communication participants in the communication of children's education in this age is important for the achievement of PAUD goals. Communication of children's education, especially in the ideal early childhood education, simply means that it can create understanding and receive the right message from communication between participants, namely between teachers and students or children, teachers and parents, parents and students or children, and between students. Each participant must be involved in the communication of early childhood education. In addition, to achieve the effective educational communication, it is necessary to create mutual understanding and comprehension of the messages conveyed, because in general this is related to the achievement of PAUD goals. When effective communication is created, it is possible for PAUD goals to be achieved optimally<sup>5</sup>.

In this study, communication that occurs in PAUD, both in PAUD Ibnu 'Arrafat Garut, PAUD Arvardia Global Islamic School Bandung, and PAUD Diraasah Al-Qur`anniyyah Subang, especially in the learning process during the pre-pandemic period, was carried out normally, namely face-to-face directly at school, adjusting to the school curriculum. The involved communication participants were teachers, students, and parents. Before the pandemic (pre-pandemic phase), learning was carried out normally face-to-face at schools, in the classroom between teachers and students and between students and other students as well as formal and informal meetings between teachers and parents and between parents and students at school or at home<sup>6,7,8</sup>.

PAUD Ibnu 'Arrafat, as a pilot in Garut with the uniqueness of its curriculum and adapting to the social conditions of the community in its area, presents an area of educational nuance that is comfortable and fun like at home, makes the universe and all its contents as learning materials by combining the curriculum from the Ministry of National Education curriculum, content local, and the latest educational concepts covered by religious values. The playing class is set using a moving class, using a group method with a scientific approach so as to make students actively construct attitudes, knowledge, and skills competencies through the stages of observing, asking, gathering information, reasoning, and communicating. Communication is based on participant communication in class between teachers and students and between students and other students at PAUD Ibnu 'Arrafat through group learning methods. The group selection or division system is also made with fun by incorporating elements of the art of local children's games<sup>9</sup>.

Meanwhile, the learning at PAUD Arvardia Global Islamic School Bandung, during the pre-pandemic period, was the same as other PAUDs in West Java. The communication, especially in the learning process, was adjusted to the curriculum. This international Islamic-based curriculum develops schools with Islamic character by instilling English and leadership skills to educate students to become excellent Muslims with a global perspective. This is one of the attractions for parents to entrust their toddlers to attend this Arvardia School. Pre-research observations and interviews at the Arvardia School were conducted to see apart from

<sup>5</sup> Hasil wawancara Andepi Daryana, Ketua Himpaudi Kota/Kabupaten Garut, STAI Siliwangi, Leles, Garut, pada tanggal 19 Mei 2022

<sup>6</sup> Hasil Wawancara Litza, Pendiri, Kepala Sekolah dan Guru, PAUD Ibnu Arrafat, Garut, pada tanggal 20 Mei 2022

<sup>7</sup> Hasil dokumentasi, observasi peneliti dan wawancara Rosi, Guru di PAUD Arvardia *Global Islamic School* Bandung, pada tanggal 14 Desember 2021.

<sup>8</sup> Hasil dokumentasi, wawancara dan observasi peneliti dengan Ibu Siti Aisyah, Guru dan Kepala Sekolah PAUD Dirasaah Al-Qur`anniyyah, pada tanggal 3 Juni 2022.

<sup>9</sup> Hasil dokumentasi, observasi peneliti dan wawancara Litza, Pendiri, Kepala Sekolah dan Guru, PAUD Ibnu Arrafat, Garut, pada tanggal 20 Mei 2022

students being given an understanding and inculcation of values, attitudes, behavior, character, manners, abilities based on Islamic teachings, which are divided into 6 topics, namely *Akhlaq, Aqidah, Tahfidz, Tahsin, Islamic History, and the Prophet's Sirah*, there is also the habit of using English in their daily activities. The learning program is varied, students were given learning with different themes every day, carried out in comfortable and fun situations to avoid students from boredom, for instance, Mondays are filled with Islamic activities and music, Tuesdays are math and science activities, Wednesdays are filled with activities arts and crafts, Thursday are sports, Fridays are English. Each learning day is divided into several learning sessions, consisting of arrival time, *tillawah/tahfidz* (reciting) sessions, greeting time (circle time), workshop time, snack time, outside time, prayer, lunch time, and go home time<sup>10</sup>.

Furthermore, PAUD Diraasah Al-Qur'anniyah Subang implemented Beyond Centers and Circles Time (BCCT) learning method in the pre-pandemic period between teachers and students, and students and other students at school and in the classroom. It is a play area or center-based learning process in PAUD by providing foothold in accordance with the needs and development of children by forming a circular position by children and student before and after playing. This learning process is applied by many PAUD school activities currently<sup>11</sup>. Center-based learning is a learning strategy that is carried out in the circle and play center. Circle is a formation formed by the teacher and children by sitting in a circle to provide a foothold for children what to do before and after playing. Play center is a zone for children to play, which is equipped with game tools that function to develop the full potential of children in various aspects of their overall development. BCCT learning activities use play centers, including worship centers, role playing centers, natural materials centers, beam centers, arts and creativity centers, and preparation centers (Mulyasa, 2017: 24, in Novia & Mahyuddin, 2020:1249).

During the pandemic, the communication of PAUD in the learning process was generally not conducted face-to-face in class and at school, but via online learning at home (study at home). However, due to the limited facilities and infrastructure for online learning that requires an internet signal, the geographical location of the area, PAUD Ibnu 'Arrafat Garut was difficult to apply this online method. Other reasons emerged in this school were the limited availability of mobile phones or laptops and the working parents especially mothers. Therefore, the learning method was conducted by home visit method. It means that the teacher visited one of the students, and other students whose huses were nearby, could be joined in group in the visited student's house<sup>12</sup>.

Meanwhile, the problems emerged at PAUD Ibnu 'Arrafat Garut did not occur at PAUD Arvardia Global Islamic School Bandung. The main problem appeared in this school was children companion at home such as parents. It is because most of parents of students at this school have jobs, so they could not accompany their children in the learning activities. Even though some mothers are housewives or other companions were grandparents or other relatives, the problem was the lack of understanding, ability, and knowledge about the PAUD concept. Therefore, discrepancies and miscommunication appeared between teacher's expectation and

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<sup>10</sup> Hasil dokumentasi, wawancara dan observasi peneliti dengan Ibu Rosi, Guru PAUD Arvardia *Global Islamic School* Bandung, pada tanggal 14 Desember 2021.

<sup>11</sup> Hasil dokumentasi, wawancara dan observasi peneliti dengan Ibu Siti Aisyah, Guru dan Kepala Sekolah PAUD Dirasaah Al-Qur`anniyah, pada tanggal 3 Juni 2022.

<sup>12</sup> Hasil wawancara Litza, Pendi, Kepala Sekolah dan Guru, PAUD Ibnu Arrafat, Garut, pada tanggal 20 Mei 2022

the results of their assistance<sup>13</sup>.

Educational communication at PAUD Diraasah Al-Qur'anniyyah Subang was also different. In the pandemic, this school combined online and offline learning method. The online learning method used several applications, such as Zoom for face-to-face meeting, WhatsApp for giving and receiving tasks, and Quizizz for fun quiz by answering multiple choice questions quickly. The offline learning method conducted home visit, whose teacher came to the student's home in turn once a week. This combination functioned to guide children and, at the same time, old people as companion too<sup>14</sup>.

Meanwhile, in the post-pandemic period, all PAUD schools in West Java, including PAUD Arvardia Global Islamic School Bandung, PAUD Ibnu 'Arrafat Garut, and PAUD Diraasah Al-Qur'anniyyah Subang, carry out educational communication in hybrid learning by combining normal face-to-face learning as in the pre-pandemic period and online learning, such as during the pandemic. All schools as PAUD providers agree that the main problem of PAUD communication due to Covid-19 was the lack of anticipation and adaptation from all participants, namely the school represented by teachers and staff, parents, and students as a result of changes in communication patterns and learning methods that were suddenly carried out due to the Covid-19<sup>15,16,17</sup>.

#### 1.4 Discussion

The non-natural disaster of the COVID-19 pandemic has pushed the change from face-to-face learning to online learning from home, which changes educational communication between teachers, students, and parents in PAUD. This change in communication in the field of PAUD is worried to reduce students' understanding of the materials because there are imperfect processes, including face-to-face communication between teachers and students. This makes parents become companions when children are in the process of getting learning from their teachers, but this tends to make it difficult for children to grasp the presented material. This reality 'forced' parents simultaneously act as 'teachers' for their children, but this requires extra communication efforts so that the learning process can be understood by children.

In the pre-pandemic period, the main obstacle that occurred in PAUD communication was to create understanding and comprehension in the delivery of communication messages carried out in learning between teachers as facilitators and early childhood as students, adapted to the characteristics of typical, unique, and different students. Additionally, it must also be set in playing situations and atmosphere that make children comfortable as in their playing phase. Learning is carried out using the main principle of playing while learning. Besides that, there is a lack of synergy in communication, learning patterns between teachers and parents since not all parents have good communication and understanding of learning in the concept of early childhood education, and parenting, hence miscommunication tends to occur frequently.

Furthermore, a pandemic emerged causing a change in educational learning and communication between teachers, students, and parents in early childhood education, from face-to-face to online learning at home. This made communication problems in early childhood education increasingly complex. In addition, in the post-pandemic period, a new learning method emerged, namely hybrid learning as a combination of face-to-face

<sup>13</sup> Hasil wawancara Rosi, Guru PAUD Arvardia *Global Islamic School* Bandung, pada tanggal 14 Desember 2021.

<sup>14</sup> Hasil wawancara Siti Aisyah, Guru dan Kepala Sekolah PAUD Dirasaah Al-Qur'anniyyah, pada tanggal 3 Juni 2022.

<sup>15</sup> Hasil wawancara Litza, Pendi, Kepala Sekolah dan Guru, PAUD Ibnu Arrafat, Garut, pada tanggal 20 Mei 2022

<sup>16</sup> Hasil wawancara Rosi, Guru PAUD Arvardia *Global Islamic School* Bandung, pada tanggal 14 Desember 2021.

<sup>17</sup> Hasil wawancara Siti Aisyah, Guru dan Kepala Sekolah PAUD Dirasaah Al-Qur'anniyyah, pada tanggal 3 Juni 2022.

learning and online learning simultaneously. Therefore, the communication problems of early childhood education are increasingly more complex. This means that all communication problems for early childhood education in the pre-pandemic, during pandemic, and post-pandemic periods are completely incomplete. This is exacerbated by the lack of anticipation and adaptation that tends to be less good and less fast, due to various difficulties from both human resources and the readiness of facilities and infrastructure, especially with regard to technology.

Educational communication of teachers, students, and parents of PAUD schools in West Java requires learning adaptations caused by changes in learning situations during the COVID-19 pandemic, which occurred from several phases. The first phase is the pre-pandemic phase, which is learning activities with communication patterns in a direct manner, face-to-face meetings among teachers, students, and parents at school. The second one is the pandemic phase, which is the communication pattern that turns into indirect communication with online distance learning activities. The last is the post-pandemic phase, which is a hybrid learning activity combining face-to-face and distance learning activities, by dividing students into two study groups to carry out face-to-face meeting or distance learning activities simultaneously. This post-pandemic phase appeared due to the presence of a new policy from the government to implement Large-Scale Social Restriction (PSBB/*Pembatasan Sosial Berkala Besar*)

Besides the problem of educational communication, another problem appeared related to psychological side. From the parents' side, parents feel restless because of online learning methods. They also think that information by the teacher cannot be well received and understood by children, nor do the parents. They have no understanding of how to interpret the information from the teacher to their children in simple messages. As a result, they cannot see students develop their abilities and knowledge. Besides that, not all parents, or grandparents nor caregivers since the parents have to work, have ability in using technology, such as how to use online Zoom and Google meeting, how to send photos and videos, and how to access other communication tools as a means of communication in distance learning activities.

From the teachers' side, distance learning activities make them difficult to accurately assess the tasks given to students and then evaluate them, whether the tasks were actually done by the students, parents, or other companions. Even the pressure due to the COVID-19 pandemic increases the burden and stress level of parents, which leads to verbal and physical violence against children. Pinching, threatening, and shouting loudly at children are forms of violence against children carried out unconsciously by parents when they cannot control their emotions when accompanying children while studying at home online (Hadiwidjojo, 2020 in Suyadi & Selvi, 2022).

Furthermore, from the students' side, they feel not be able to focus on their study at home like at school. There is no direct role from the teacher as an educator who was previously accustomed to providing subject matter at school. There are also no friends as supporters in learning teaching activities at schools. This distance learning activity makes their enthusiasm decreases. This phenomenon eliminates the complete atmosphere of teaching and learning activities experienced by teachers, students, and parents because of the vast differences between learning activities at school and at home leading to the different communication patterns among teachers, students, and parents.

The condition of the Covid-19 pandemic also affects the pattern of interaction and communication between teachers and parents. Written communication in the pandemic phase cannot replace oral communication



especially for giving instruction entirely. However, this form of communication was expected to support the students' learning process at home by considering that the capacity of parents or other companions learning for each student is different so that the effectiveness of studying from home is also different for each child. The success of teachers in communicating with parents about students' learning progress at school becomes a golden opportunity for teachers to create communication bridges that are very important in students' lives. The communication between teachers and parents is important to ensure students learn effectively and obtain the best thing for the growth and development of their character during the pandemic (Hasbi & Murtiningsih, 2020).

### **1.5 Conclusions & Recommendation**

The conclusion of this study is that the educational communication of teachers, students, and parents of PAUD schools in West Java consists of several finding. The first is related to how educational communication was carried out by teachers, students, and parents of PAUD schools in West Java which requires learning adaptation in three phases caused by changes in learning situations. The pre-pandemic phase is a phase of learning activities with direct face-to-face communication patterns among teachers, students and parents at school. The pandemic phase is a phase of shifting communication pattern from direct face-to-face into indirect communication with online distance learning activities. The post-pandemic phase, is a phase of hybrid learning activities combining face-to-face and distance learning activities by dividing students into two groups, namely face-to-face meeting and distance meeting simultaneously.

Second, when teachers, students, and parents of PAUD schools in West Java have not finished or completely struggled with adapting to the change from face-to-face learning to online distance learning with all the problems of adjustment and communication activities, new changes emerged and caused new problems, such limited face-to-face learning. Through limited face-to-face learning, each student and teacher must conduct hybrid learning, namely face-to-face learning with a limited number of students to minimize the transmission of the Covid-19 virus and comply with strict health protocol rules, combined with online distance learning. It means that in every learning there are two types of learning at once, which lead to new problems, namely the adaptation of communication activities and changes in new communication patterns which certainly become a problem for teachers, students, and parents.

This pandemic condition is expected to be an input for teachers to carry out intense and extra communication with students and parents. Hence, in the midst of all limitations, the purpose of early childhood education is to oversee students' growth and development consisting of physical (fine and gross motoric coordination), intelligence (thinking skill, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior as well as religion), language, and communication in accordance with the uniqueness and stages of development passed by early childhood. The most important thing in the process of achieving this is to create learning situations and space in the midst of this extraordinary event due to the COVID-19 pandemic, which certainly requires extra effort from teachers, students, and parents.

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