Distance Learning Model Innovation for Early Childhood during COVID-19 Pandemic

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Abstract

Purpose – The COVID-19 pandemic has changed many lives, especially in the field of education. These changes start from the level of early childhood education, elementary education, to higher education. The learning process initially done conventionally in early childhood education has now been transformed into distance-learning or online. This sudden transformation of learning is essential to present an innovative distance learning model in the early childhood education environment. This study describes the distance learning model innovation for early childhood, implemented by PAUD Wadas Kelir, South Purwokerto, during the COVID-19 pandemic. Teachers designed this learning model at PAUD Wadas Kelir by combining fun and unique online and offline learning.

Design/methods/approach – This type of research is field research with a descriptive qualitative method. In collecting data, researchers used three methods, i.e., observation, interviews, and documentation. The data analysis technique used, i.e., reducing data, presenting data, and drawing conclusions. Moreover, the validity of the data is tested using triangulation techniques.

Findings – The results of this study show that there are ten learning model innovations implemented by ECE Wadas Kelir, i.e., learning with parental involvement, work projects, study visits, quizzes, online learning, creativity competitions, films and videos, creative and interactive stories, recording materials, and learning appreciation.

Research implications/limitations – This case study focuses on Early Childhood Education (ECE) learning models applied to early childhood education institutions during the pandemic in PAUD Wadas Kelir, South Purwokerto, but it is unlikely that the situation is different elsewhere because the pandemic is Indonesia and global.

Practical implications – This case study demonstrated how the application learning models of ECE during the pandemic are effective for children's growth and development.

Originality/value – This paper contributes to knowledge and understanding of applying several learning models for ECE during the pandemic as reference material in implementing the learning process for early childhood.

Keywords Innovation, Distance learning model, Early childhood education

Paper type Case study

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1. Introduction

COVID-19, as one of the new viruses that shocked the entire world population, reportedly first appeared in Wuhan, China (Zhang et al., 2020). The Chinese state first announced this COVID-19 on January 8, 2020. Then on March 11, 2020, the World Health Organization (WHO) announced that COVID-19 is a dangerous pandemic and a high risk for human life (Li et al., 2020). COVID-19 has become a global issue; few people consider this virus a terrible spectre. This is due to the large number of victims who have died from this virus. Even in a matter of days, the victims have reached millions. Until now, the world's countries are competing to create a vaccine, but no vaccine has been found to eradicate the virus (Khan, 2020).

Since the beginning of its emergence, the virus has changed the order of human life. Many efforts have also been made in order to prevent this transmission, ranging from preventive efforts, maintaining physical and social distance, getting used to clean living behaviour by washing hands frequently, using hand sanitiser, wearing a mask when travelling, not leaving the house if it is not an emergency (Reluga, 2010). The impact of this virus has also attacked all sides and lines of people's lives in the world, starting from health as the primary protection, the country's economy, the order of social and cultural life, politics to education. With the spread of this virus, governments worldwide have begun to issue new policies to minimize the impact. One of the steps or policies taken by the government is issuing a policy of maintaining physical and social distance, reducing social contact, avoiding crowds, implementing a healthy lifestyle, to working from home (Reimers & Innovation, 2020; Reluga, 2010).

Indonesia is one of the countries with the highest number of people infected with COVID-19. The number of victims is still increasing. The government has made various efforts in efforts to prevent and eradicate the Coronavirus. However, until now, the pandemic has not been completely contained. Various governments pursued various steps, ranging from limiting social distancing to the economic field, where the government applies a pattern of working from home. In the field of education, the Minister of Education also issues rules for learning from home. In the social and welfare fields, the government distributes groceries, and so on. These are the government's preventive efforts in controlling the spread of Coronavirus.

In education, the COVID-19 virus has had a significant impact on all levels of education, from early childhood education, primary education, secondary education, to higher education. One of the actions taken by the Minister of Education and Culture of Indonesia, Nadiem Makarim, is by presenting Circular No. 4 of 2020 concerning the implementation of education in the pandemic era, which states that the implementation of learning is carried out online and from home or distance learning (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2020). With the issuance of this circular, students, teachers, and parents must make an adjustment system in the new learning process. This system requires students to study at home through online media, not making a face to face or direct class meeting with teachers; students or children must study independently or be accompanied by parents and others. Meanwhile, parents now have to play a dual role, where parents now also act as teachers for children; parents must accompany children during learning. New problems will arise for working parents, and other new problems may emerge. In addition, a new challenge arises for teachers, where they must make system changes in the learning process. Teachers must innovate the learning process to understand that what the teachers convey or teach can be accepted by students.

Teachers have made various efforts to create a better and more effective learning process. As we know, effective learning occurs when it is interactive, and there is a two-way relationship, i.e. between teachers and students, providing new experiences for students, optimizing all existing potential in students, and when it is fun (Agustin et al., 2020). Moreover, effective and optimal learning can provide fun new experiences, leading to problem-solving, thinking creatively, innovatively, and critically so that they can face problems in the future (Daulae, 2014).

A practical and conducive learning process is now challenging to realize. This is because teachers and students, as the main actors in the teaching and learning process, must face new problems (Harahap et al., 2021). This makes teachers have to think hard to create innovations in

the learning process, especially for Early Childhood Education (ECE) teachers, because the children's learning model is very different from the learning model for elementary and secondary school students. Early childhood learning must be carried out directly, using various media, learning is not monotonous or dull, and learning can create a conducive atmosphere so that children's stage of growth and development can occur optimally and adequately (Maiza & Nurhafizah, 2019; Zubaidi, 2020). The impact of the pandemic on early childhood learning that we can observe today is a decrease in children's interest in learning, there is no interaction between children and teachers, and children cannot play with their friends. Indirectly, the decrease in children's interest in learning will also cause a decrease in children's achievement and learning motivation.

During this pandemic, Early Childhood Education (ECE) teachers are required to master new skills, such as operating electronic media. Skills that must be possessed by ECE teachers in the digital era about the use of technology in the pandemic era are as follows: *First,* teachers must be able to master various learning applications, such as zoom, google meet, and other applications; *Second*, teachers are expected to be creative and innovative in presenting learning media, and *Third,* teachers must have good communication skills (Permatasari, 2020). In addition to the various demands above, ECE teachers must present new ideas (innovations), strategies, and new learning models for early childhood to realize effective learning during the pandemic.

PAUD Wadas Kelir, Karagklesem, Purwokerto Selatan, as one of the non-formal educational institutions engaged in children's education has carried out various innovative learning models. The learning model formulated and used by PAUD Wadas Kelir during this pandemic is en Learning Models during the Pandemic. According to Dian Wahyu Sri Lestari (Principal of PAUD Wadas Kelir), learning innovation is essential to do in order to present a unique and fun learning model. Especially during the pandemic, teachers are also required to create learning models free from COVID-19 and promote children's enthusiasm for learning at home (Observation Results, 2020). Not only that but teachers are also required to make an effort so that learning objectives can be realized as expected. This goal can certainly be realized with a suitable learning model. For this reason, researchers need to perform research on innovations in ECE learning models during the pandemic carried out at PAUD Wadas Kelir.

This research study is strengthened by the study of Ahmad (2020) that there is a need for alternative learning models that support the distance learning process effectively and adequately. In addition, teachers are also required to conduct an assessment of the distance learning process. Wijoyo conducted the following study that the most formidable challenge for parents during the pandemic is how to balance the fulfilment of the economy and the fulfilment of children's learning while at home (Indrawan, 2020). Parents are required to guide, train, pay attention, and supervise their children during distance learning. This allows ECE institutions in Riau to present answers to the challenges of the COVID-19 pandemic condition through effective and efficient learning models. Therefore, the dream of forming an idealized human resource in the future can be realized.

The following finding that strengthens this research is the study of KH. Lalu Gede Muhammad Zainuddin Atsani that the learning system, which is usually done face-to-face, now requires the condition to conduct online learning either using a computer/laptop or via WhatsApp or other media as learning media (Atsani, 2020).

From several previous studies, research on the ECE learning model carried out at PAUD Wadas Kelir is essential to be applied to identify what models are applicable to support successful learning during the COVID-19 pandemic. The purpose of this study was to explore the learning models implemented in PAUD Wadas Kelir to become a reference for ECE in Banyumas Regency in particular and Indonesia in general.

2. Methods

This is descriptive-qualitative research with the type of field research. Researchers made an effort to reveal events that occur in the field. In collecting data, researchers used three methods, i.e. observation, interviews, and documentation (Emzir, 2011). Researchers carried out the

observation method to collect data in the field directly. The documentation method is carried out by collecting documents in the field; researchers' documentation is in pictures or photos during the activity. Interviews were used to collect data that were not obtained during observation or documentation.

The subjects of this study are the principal and teachers of PAUD Wadas Kelir, Karangklesem, South Purwokerto District, Banyumas Regency. The object in this study is the Innovation of Early Childhood Learning Model in COVID-19 Pandemic at PAUD Wadas Kelir. The data analysis technique used the Miles and Huberman technique, i.e. reducing data, presenting data, and drawing conclusions (Milles, M. B., Huberman, A.M., & Saldana, 2014). After all the data is analyzed, the validity of the data is tested using triangulation techniques to compare theory with data in the field and interview results with observations (Moleong, 2014).

3. Result

The steps taken by the researchers were visiting PAUD Wadas Kelir, which is located in Karangklesem, South Purwokerto District, Banyumas Regency. Furthermore, observations, documentation, and in-depth interviews were carried out to reveal that PAUD Wadas Kelir had created a unique and impressive distance learning model innovation during the COVID-19 pandemic. The learning model is divided into tenth models, which are as follows:

3.1. Learning with Parental Assistance
Learning with parental assistance is a learning model that involves parents being actively involved in the online learning process during a pandemic at home according to the instructions and examples provided by the teacher. When the school chooses a parental mentoring learning model, the classroom teacher makes detailed preparations, starting from the equipment used to implement examples.

Several things are prepared and performed by classroom teachers, i.e. first, the teacher must prepare an administration set in the form of an online RPPH (Daily Learning Implementation Plan) and RPPM (Weekly Learning Implementation Plan) in three forms, including RPPM for teachers, RPPM for parents, and RPPM for school. Each RPPM has detailed characteristics and details, especially the RPPM for parents. The RPPM for parents includes the types of children's daily learning activities, tools and materials needed, implementation procedures for activity assessment sheets that the child has determined (outlining tasks for children and tasks for parents). Second, the teacher prepares material delivered by parents to children through video tutorials/photos made and demonstrated directly by the teacher. Third, the teacher reminds the daily assignments of learning materials at home and reminds parents to constantly provide reports on activities that have been carried out in the form of photos/videos/voice recordings to be shared in the WhatsApp group of PAUD Wadas Kelir students' parents and guardians (Observation Results, 12 September 2020).

According to Chamdiyati (Interview Results, 12 September 2020), applying the learning model with parental assistance can increase the attachment between children and parents. Children feel that they have fun and experience intensive learning time with their parents. In addition, the activities that children do together with their parents are a manifestation of the child's responsibilities that must be fulfilled. However, despite the many complaints from parents who feel that it is tough for children to study at home when with their parents, children continue to do all the activities ordered by their parents on behalf of their school teachers.

Chalimah (Interview, 12 September 2020) stated that the learning model has advantages and disadvantages with parental assistance for children. The advantage is creating a good bond between children and parents, and children are trained to be responsible. While the drawback is that parents need perseverance in accompanying children to complete a task that sometimes takes a long time, while many parents and children can only maintain to learn together in a short time.

3.2. Work Project

PAUD Wadas Kelir's presence is felt by providing materials to make craft projects from items easily obtained either from school or at home. This craft project will receive direct guidance from parents, while the teachers will guide the parents. After working on this craft project, children's work will be presented online (Observation Results 12 September 2020). In this craft project, the teacher provided several activities such as making collages with seeds at home, creations from used goods such as bottles or cardboard, and others. For the collage activity, the school provided drawing media and wood glue, while parents were asked to provide the seeds they had at home for the children to stick on a medium.

This craft project model aims for children to develop skills and creativity through objects already available around them through a work that has value in terms of aesthetics and uses. The advantage of the craft project model is that children can feel free to be creative with the objects around them and invite them to express their creativity in work (Interview with Beti, 12 September 2020). The obstacle that is felt in this craft project is that when all the materials in each child's house have been used to do work, the teacher will find it difficult to give examples of other works other than those that have already been done.

3.3. Study Visit

Every week there are study visits conducted by teachers to students in turn. The study visit activities are filled with learning with children, educating parents, and receiving direct input and suggestions from children and parents. The relationship between children and parents with teachers will always be well maintained. Study visits are activities that children and parents always await. By still adhering to all health protocols, the school and parents at the beginning of the new school year have agreed on home study visits by teachers. Study visit activities are carried out every two weeks with a group division system. Each group consists of two to four children. Groups are always made different every time a study visit is held. This is done so that the children can socialize well with all their classmates. After the group is formed, the teacher invites parents to sit as hosts for the learning gathering site with the teacher and their friends.

Study visit activities are similar to activities when children are at school in general. When the joint learning activities were carried out, the parents said that the children's enthusiasm for learning had multiplied from usually at home. This can be observed from the fact that children became more independent at home before implementing the activity as they prepared all their needs to study together the next day. Children become more obedient to the words of their parents, and so on. Likewise, during the implementation, when the teacher observed the children's activities, it was seen that the children always obeyed the teacher's words, behaved well in front of the teacher, and behaved well toward friends. There have been many changes from when the children met teachers and friends before the pandemic. The application of the study visit learning model can motivate children to be enthusiastic about learning. The existence of face to face activities between teachers and students effectively increase children's enthusiasm for learning. Support from giving rewards in the form of praise, awarding achievement stars, or giving gifts in the form of objects from teachers to children further motivates children to be enthusiastic about learning. Children are motivated to be the best and behave well with their parents, teachers, and friends (Results of an interview with the Principal, 12 September 2020).

According to Dian Wahyu Sri Lestari, S.TP (Interview, 12 September 2020), there are advantages and disadvantages to this study visit method. The advantage is that children become enthusiastic about learning. In other words, they can show good moral values to parents, teachers, and friends. Meanwhile, the drawback is that it takes discipline to children and teachers when conducting face-to-face learning during a pandemic because both teachers and children will reflexively hug, sit closely together, and do other things against social distancing when they meet with others.

3.4. Group Quiz

Competition activities are carried out jointly by students. The concept of the competition is done offline by sending activity sheets and questions to work on. While online, the competition

activities will be done with dialogue to give children questions to be answered interactively. Quiz questions can be in the form of writing and counting on activity sheets that the school has prepared for parents to take. While doing online quizzes, children are asked to practice several activities taught, such as memorizing prayers, hadiths, letters, clapping, songs, or worship practices through video calls or voice or video recordings.

According to Beti (Interview, 12 September 2020), the advantage of this learning model is that it fosters children's enthusiasm for language and cognitive development. Children will be excited to take the quiz and try until they can answer the quiz when their friends have finished or have been able to answer the quiz. Meanwhile, the obstacles faced in this learning model are the lack of parental roles to guide and assist children in routinely doing each quiz, resulting in time delays in submitting children's answers; sometimes, children even become annoyed because their friends leave them behind.

3.5. Online Learning

Every day, in turn, the teachers will contact the students. Students must also wear school uniforms. Then, the teacher will have a dialogue, deliver the material, and exercise with the children. From here, the progress of children's development will constantly be adequately monitored. Before 08:00 WIB (Western Indonesia Time), the teacher asked parents at home to condition their children as if they were going to school. Starting from the children have to get up early, take a shower, wear neat uniforms, and have breakfast. Then, at 08:00 WIB every day, the teacher called and greeted the children via video call. SOPs during video calls are likened to offline learning at school, i.e. activities carried out such as opening prayers, religious habituation, delivering thematic learning materials, giving assignments at home, and closing prayers.

The advantage of this learning model is that there is good communication between children and the teacher. Children become familiar with the teacher and their friends because video calls are carried out together. The drawback of this learning model is that the time for each child's readiness for video calls is different, so that it often makes children and teachers wait to take turns on video calls. In addition, the smartphone that the child uses is usually the parent's to take to work.

3.6. Creativity Contest

PAUD Wadas Kelir routinely holds competitions that aim to hone children's creativity. Various kinds of competitions that will be held are question and answer, memorizing prayers, colouring, singing, etc. Everything is done online and periodically. The first step that the teacher performs before the competition is to provide the content material so that children prepare it well at home with their parents. The material is either in video or sound recording to be memorized and understood by children or in the form of still images. The teacher will communicate with parents regarding the procedures for participating in the competition. The time allotted for the competition is also limited, such as a colouring competition, so the child will only be given sixty minutes to complete it.

According to Syahida (Interview Result, September 12, 2020), this creativity competition model can train children's courage and train children's creativity. However, on the other hand, parents who are busy working make this learning model less intensive in guiding children, and what happens is that children feel inferior to participate in competitions due to lack of enthusiasm and parental support for children.

3.7. Film and Video

PAUD Wadas Kelir prepares a creative team to work on films and videos directed by children. The results will be watched together online via YouTube with the family simultaneously. The teacher will make scenarios of scenes that children act in a series of stories. Then the teacher will divide the roles of each child according to the characteristics and abilities of each child. Furthermore, the teacher provides guidance to parents regarding the implementation of making films and videos. The children make their videos from home according to their distribution. Parents served as cameramen and equipment team. The purpose of the film and video learning model is to help

stimulate self-confidence in children. When children are asked to speak or role-play in front of the camera, it will create a different feeling, especially for shy children.

The advantage of this learning model is that it trains children's self-confidence, but there are obstacles faced in this film and video method, such as parents still find it difficult to persuade children to make videos, and children tend to get annoyed when they are persuaded. Children still need time to be friendly with the camera.

3.8. Creative and Interactive Stories

PAUD Wadas Kelir creates creative and interactive story content for students. This story is presented in the form of a video and shared with the children. The children and their parents listened and answered the questions presented in the video story. At first, the teacher must look for e-books to be used as story material. Then, the teacher made a sound recording while reading the storybook. In the end, the teacher makes 4-5 questions from the contents that are written or implied in the story. When the story video has been edited, the teacher will upload it on the school's Youtube and ask parents and children to watch and answer it. Responses for the children's stories are sent via private WhatsApp conversations between teachers and children within the specified time limit. The purpose of making this learning model is to maintain the habit of children to continue listening to stories and as a substitute for the habit of teachers at school when they are accustomed to reading storybooks to children.

The advantages of the interactive creative story learning method are stimulating children's language skills, developing children's imagination, inculcating moral values from story characters to children. Meanwhile, this method has a weakness, i.e. when children listen to stories, they cannot immediately understand the story's contents during one video playback. It is different when children listen directly to stories read by teachers or parents where children understand them immediately (Interview Results 12 September 2020).

3.9. Material Recording

The teacher delivers the learning materials with various activities in the form of recordings. Recorded results for learning activities are distributed to parents and shared via social media for children to study. The teacher makes recordings of the material independently, starting from the recording to the editing process. Some of the advantages of this learning model are that it trains children's concentration and memory in understanding what the teacher says in the material.

3.10. Learning Appreciation

PAUD Wadas Kelir routinely sends gifts to children via gojek or postal packages in attractive gifts without the children and parents knowing. This gift makes children happy and can be used for playing activities with the family. It is proven that appreciation of learning can stimulate children and even parents at home when carrying out the teacher's activities. Learning appreciation is given to children based on several things, including prizes given to children who are the most diligent in submitting homework assignments on time, children and parents who have more creativity, children and parents who diligently read books at home, and many others. The advantage of this learning model is that children become motivated to learn.

4. Discussion

4.1. Distance Learning Model Innovation for Early Childhood

Innovation in English is defined as a tool, idea or thought, renewal of everything that is consciously acceptable and useful in human life activities. Innovation is defined as a brilliant idea with renewal characteristics, be it ideas, products, or others that go through specific procedures. The presence of this new thought or product is undoubtedly oriented to overcome the problems of increasingly complex people's lives (Nawangsari, 2010).

As for the characteristics of the innovation itself, there are at least five things, i.e. advantages that have relativity, compatibility, complexity, trialability, and observability. The benchmark for this benefit can be seen from the size of the benefits to various aspects, be it economic, cultural, social, or other aspects. The suitability of innovation between the giver and the recipient also

affects the success of the innovation itself in the community. In addition, Albury and Mulgan (2003) revealed that a person's success in innovating could be measured by the effectiveness of the processes, products, services and methods created. In addition, there is also a level of difficulty in understanding and implementing innovation for recipients in innovation.

Meanwhile, liability in innovation is a test of whether it can be accepted or not in people's lives. Through this trial, innovation can be observed for its results and feedback (Syafaruddin, 2012). Innovation can be interpreted as a result of fresh thinking for individuals or groups, both in the form of something new (Kusnandi, 2017). From the existing definitions of innovation, innovation is a process of renewal in solving problems in learning.

A model is a concept or pattern that describes a real thing and is derived into a comprehensive form. While learning can be interpreted as an activity in which there is the interaction between educators and students in order to realize the idealized goals (Fadillah, 2012).

Learning is an activity that has the aim of teaching students (Sanjaya, 2007). Learning can also be interpreted as a system or learning activity for students conceptualized in a carefully planned and structured manner, starting from planning, implementing, and evaluating to create the idealized educational goals (Sulhan, 2006). In Permendikbud No. 137 of 2014, learning is defined as a one-way or two-way interaction process between educators, students, and parents and learning references in the Early Childhood Education unit (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2014). Therefore, it can be concluded that the learning model is a concept or pattern used in the teaching and learning process in order to make it easier to achieve learning objectives.

Distance Learning is a learning activity utilizing an online platform that allows interaction between teachers and students in the learning and teaching process (Aitdaoud & Talbi, 2016). In distance learning activities, there is no direct physical contact between teachers and students and each party is located in different places and even separated by a considerable distance (Prawiyogi et al., 2020). In implementing distance learning, several essential factors need to be considered so that distance learning activity can be appropriately realised. These factors are caring, confidence, creativity, and interaction with students, and the most crucial thing from learning itself is the achievement of all aspects of child development (Kokkalia et al., 2016).

Learning activities in their application can be found with several terms to represent the teaching techniques that a teacher can carry out. Currently, we find many learning models that are presented with an orientation to upgrade the quality of learning to be more progressive and productive. Joyce and Weil (cited in Rusman, 2013) explain the learning model with a plan or pattern that is useful for creating a curriculum (a design with an extended period), compiling learning components, and directing learning in the classroom or another learning environment.

Kemp (1995) defines the learning model as a compulsory activity for teachers and students to realize the expected goals efficiently and effectively. In line with this expression, Dick and Carey (1985) view that the learning model is the same as presenting student learning outcomes through learning materials and procedures delivered by the teacher. From several explanations regarding the learning model, it can be understood that the learning model is a pattern, framework, or design that represents the process of learning activities starting from preparing the curriculum, designing learning components, and conditioning the learning environment so that the impact on changes in student development occurs.

Children in early childhood are within the age range of 0-6 years. This period is known as the golden age. In-Law Number 20 of 2003 concerning the National Education System, it is stated that early childhood is children aged from birth to six years. Early childhood can also be understood as unique and different stages of development from the advanced age stages. Early age is a valuable life span for children's growth and development processes ranging from the developments of physical-motor intelligence, cognitive, language, art, social-emotional, spiritual, self-concept skills, self-discipline, and independence (Mulyasa, 2012).

From some of the above understandings regarding innovation, models, distance learning, and early childhood, it can be understood that early childhood learning model innovation is a new

design, skill, or idea presented by teachers or educators in packaging learning materials for children aged under six years to achieve the idealized learning objectives efficiently and effectively with careful planning. The application of early childhood learning is carried out by using media and in a different place, but also does not eliminate the spirit of the child's world, i.e. playing in fun and the fantastic way by the child's physical and psychological development (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2014).

Every teacher at an early childhood education institution amid the COVID-19 pandemic is required to present a learning model that is safe, comfortable, and fulfils the needs and interests of students. However, several studies still show that the implementation of new learning only uses technology media as a medium to support learning activities during the COVID-19 pandemic. For example, the learning at RA Nurul Sumberejo, Pabelan District, was carried out by utilizing WhatsApp group media, video tutorials, and voice notes, but it had not arrived at how to innovate the learning model developed (Mahendra, 2020).

The learning model has a vital role in achieving the success of the teaching and learning process. Especially the learning model relevant to the existing situation and conditions, in this case, is by the situation during the pandemic. This success indeed cannot be separated from the central role of teachers in using adaptive, innovative, and creative learning models. From here, the ten learning models innovated by PAUD Wadas Kelir can be used as a reference or prototype for other PAUD institutions.

4.2. Analysis of Tenth Learning Model

Based on the results of this study related to distance learning model innovation, it shows that the characteristics of the learning innovation are oriented to five things, i.e. relative advantage, compatibility, complexity, ability to be tested, and ability to be observed (Rogers, 2003). The characteristics of the tenth learning model innovation that is applied in PAUD Wadas Kelir are as follows: *First,* relative advantage the level of innovation that is considered profitable for actors, which in this case are the students. This level of benefit can be assessed from economic value, social status, satisfaction, and pleasure. From these characteristics, the overall relative advantage of the tenth learning model innovation is that the model is already beneficial. It can be seen from the ease felt by parents as teachers for children and the ease felt by children when learning. In terms of the economics of this learning model, parents do not need to spend much capital to do learning because learning is done online. Parents only need or capitalize on internet quota or packet data and devices. Weaknesses or obstacles experienced by parents or teachers are network constraints, parents' busyness in assisting learning, children are slower to accept learning material when compared to conventional learning. *Second,* compatibility the level of conformity between the innovation and the value of previous experience and the needs of students. In this case, the tenth learning model innovation is by the conditions in the community because learning is carried out online during this pandemic. Online learning models show this, films and videos, recorded materials, creative and interactive stories and learning assistance with parents.

Third, complexity is the level of difficulty to understand and apply innovation for students. Learning innovations will be easy to understand and well-received if the level of complexity is low. The complexity of the tenth learning model innovation at PAUD Wadas Kelir is relatively low because the teacher has provided the material in various media, both through print and electronic media. This dramatically facilitates parents and children learning because all instructions, materials, and assignments have been explained in the media. For examples are the learning videos, recording materials, and directions during study visits. *Fourth,* the ability to be tested, namely the ability where the innovation can be applied or not for students. The trial for the tenth learning model innovation has been carried out and is acceptable and has received good responses from students and parents of students. The increased learning motivation of children indicates this, and parents feel helped or facilitated by the learning model carried out by the teacher. *Fifth,* t*he* ability to be observed the observations made are by observing the level of ease of the applied learning model innovation. Observations made by the teacher are related to the learning model

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applied when the teacher made a study visit at the student's home. At that time, the teacher interviewed parents regarding using or implementing the tenth learning model innovation.

From the results of the analysis conducted by researchers, the innovation of the tenth learning model is in line with the innovation of the learning model. When viewed from the realm of the nature of innovation, the tenth learning model innovation belongs to the learning models innovation that has the characteristics of changes and additions. The nature of the change is shown in terms of the learning model what was previously done conventionally is now done online. Then, the role of the teacher is now more as a facilitator and parents as teachers and mentors for students. Next, the applied materials and learning media use more technology. The nature of the addition is shown through new learning models that have never existed before and have never been done, such as online learning, films and videos, recording materials, group quizzes, and parental-assisted learning.

5. Conclusion

The Learning Model Innovations during the Pandemic that PAUD Wadas Kelir implemented during the COVID-19 pandemic are as follows: 1) Learning Models with Parental Assistance, 2) Work Projects, 3) Study Visits, 4) Group Quiz, 5) Online Learning, 6) Creativity Competition, 7) Film and Video, 8) Creative and Interactive Stories, 9) Recording Materials and 10) Learning Appreciation. From this conclusion, the researchers recommend that teachers present learning models (something new) to carry out a fun and great learning activities amid the conditions or challenges that exist during the COVID-19 pandemic.

Declarations

Author contribution statement

Musyafa Ali of the presented idea. Mukhamad Hamid Samiaji and Cesilia Prawening developed theories learning model innovations and calculated qualitative data. Mukhamad Hamid Samiaji also helped analyze the research findings. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

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The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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