



Moving Home Learning Program (MHLP) as an Adaptive Learning Strategy in Emergency Remote Teaching during the Covid-19 Pandemic

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ABSTRACT: The Covid-19 pandemic had a dangerous impact on early-childhood education, lost learning in almost all aspects of child development. The house-to-house learning, with the name Moving Home Learning Program (MHLP), is an attractive offer as an emergency remote teaching solution. This study aims to describe the application of MHLP designed by early-childhood education institutions during the learning process at home. This study used a qualitative approach with data collection using interviews, observation, and documentation. The respondents involved in the interview were a kindergarten principal and four teachers. The research data were analyzed using the data content analysis. The Findings show that the MHLP has proven to be sufficiently in line with the learning needs of early childhood during the Covid-19 pandemic. Although, the application of the MHLP learning model has limitations such as the distance from the house that is far away, the number of meetings that are only once a week, the number of food and toy sellers passing by, disturbing children's concentration, and the risk of damage to goods at home. The implication of this research can be the basis for evaluating MHLP as an adaptive strategy that requires the attention of related parties, including policy makers, school principals, and teachers for the development of new, more effective online learning models.

Keywords: *Moving Home Learning Program (MHLP), Children Remote Teaching*

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1 INTRODUCTION

The rapid transformation from face-to-face learning to be online learning due to the Covid-19 pandemic is called emergency remote teaching by experts. The phrase emergency remote learning is an alternative and unplanned learning method for delivering distance learning online. Currently, online learning is the most effective and efficient learning model that can be done by all educational institutions around the world. (Togher & Fenech, 2020). However, this rapid transformation encountered several obstacles and challenges, both on the part of teachers, parents, and children (Muhdi et al., 2020). This is also felt by Early Childhood Education institutions that carry out learning activities from home with an online system.

The obstacles and challenges for ECE in dealing with changes in online learning models are very diverse. According to Chen (2020), the main obstacle for teachers is the difficulty of communicating directly with children. The teachers admit that they are still confused about applying the right learning methods online and in determining the learning activities / materials (Muhdi et al., 2020). Another obstacle is the cost of purchasing Internet quota for the implementation of online learning. All of these things are caused by the lack of teacher preparation in implementing learning using technology (Syarah, 2020).

In general, the online learning model is the single most powerful model for delivering learning material (Hew et al., 2020; Tang & Hew, 2020). However, learning activities in early childhood are not only limited to the aspects of the delivery of learning materials. There are many aspects that need to be considered for the application of this online learning. If these aspects are not considered, it will hamper the achievement of children's development, from an educational, social, and psychological perspective (UNESCO, 2020). Moreover, there is still debate, whether information and communication technology-based learning is currently beneficial or not, especially for early childhood (Kim, 2020).

A study conducted by C. Dong et al., (2020) surveyed the attitudes and beliefs of 3275 parents towards the application of online learning that was implemented in almost all schools in China during the lockdown period for their children. Most of the parents (92.7%) reported that their children got learning online. Most of them have negative impressions about the value and benefits of online learning. They prefer traditional learning, especially in the context of early childhood learning. They tend to be anti-assurance and even reject online learning. Parents consider that online learning requires awareness and independence of learning from the perpetrators, while early childhood is still not or lacking in their independence and learning arrangements (self-regulated learning). In addition, they admit that busy work and lack of knowledge in supporting children's learning at home is obstacles. In short, the application of online learning during the Covid-19 pandemic has become a problem and a challenge for families. For the most part, parents of children feel untrained and unprepared for online learning.

Ideally, early childhood learning is done face-to-face in class. This is because children need direct guidance and direction from the teacher (McLean et al., 2020). In other words,

learning activities must be carried out in an active manner. If online learning activities are carried out continuously, it is feared that it can damage children's motivation in learning (Fadlilah, 2021). In fact, motivation is a very important aspect for children's development (Choi & Jung, 2020).

Wiwatowski et al., (2020) explained that knowledge was basically built through children's involvement in meaningful experiences. Children develops knowledge through active interaction between himself and the environment. This is also reinforced by the cognitive learning theory which states that naturally, individuals can absorb information through active processing in cognitive structures. Some research findings also show that a large proportion of children's development is influenced by the process of developing cognition when children are actively involved in learning (Thompson, 2019). This indicates that online learning, however, does not fit the characteristics of early childhood, and cannot be used sustainably even in this pandemic era.

The online learning from home (LFH) policy can interfere with the achievement of children's development, both physically, psychologically, and socially. Research conducted by Wiresti (2021) reveals some of the negative impacts generated by LFH activities online. First, LFH activities limit children's space for activities, especially play activities, even though we know that playing is children's main method of doing learning activities. Second, LFH activities cause contact with friends, teachers, and the playing environment to break, thus causing children's boredom, which makes them prone to friction with parents (Togher & Fenech, 2020). Third, the intensity of playing gadgets is increasing, causing children to become lazy about doing physical activities and socializing.

Social isolation and lack of interaction, which have so far been conveyed by parents about their children's online learning experiences, should be a serious concern for policy makers in the world of education and learning, especially for early childhood education. Most of the parents are concerned that the lack of physical activity of their children has an impact, one of which is the addiction to television screens and smartphones that are used as media in digital and online learning (C. Dong et al., 2020). This anxiety is understandable and makes sense. In fact, during the period of home quarantine, children receive information and entertainment only through online technology. What's more, the process of learning interaction between teachers and students is also carried out through online channels. This is even worse when referring to the results of research by Kurniati et al., (2021) which reports that generally LFH activities are in the form of assignments from teachers, most of which are done by parents. This indirectly hinders the creativity and independence of children.

Therefore, there needs to be an initiative to carry out direct learning activities between teachers and children. In other words, it requires carefulness from the school to design a learning model that allows children to interact, socialize with teachers and the environment so that the quality of the education and learning process is maintained. This becomes a necessity if we refer to research results that explain the low number of children exposed

to Covid-19 in educational settings (Bialek et al., 2020; Dong et al., 2020; Macartney et al., 2020; Zhu & Liu, 2020). Some of these studies show that the risk of children becoming infected with Covid-19 due to reopening schools is minimal. What's more, the Morbidity and Mortality Weekly Report that so far, the impact of the spread of the Covid-19 virus on children has not been too severe. However, ECE institutions still have to pay close attention to health protocols (Bialek et al., 2020).

Referring to the above arguments, the head of ECE needs to take strategic steps so that the ECE process can continue and quality is maintained (Kilgallon et al., 2008). Sudrajat et al., (2021) added that the leadership strategy of the head of the kindergarten in improving the quality of education and learning for children during the COVID-19 pandemic like this is currently being awaited by all parents of students. Because after all, parents experience anxiety about their child's development if LFH activities during this pandemic continue. They are waiting for innovations from the school in addressing the limitations of online learning at home. However, they also still hope that these innovations will prioritize the interests of child development (Daniel, 2020) and the safety of children from the dangers of Covid-19.

This study aims to describe the implementation of the Moving Home Learning Program (MHLP) designed by early childhood education institutions during the learning process from home, the constraints of its application in the field, as well as new solutions as an alternative to overcome the various limitations of LFH implementation. The results from this study are expected to be an inspiration for ECE institutions in looking for adaptive learning models when faced with various problems in carrying out LFH activities online in their institutions.

2 THEORITICAL STUDY

2.1 *Moving Home Learning Program (MHLP)*

The moving home learning model is a learning model designed to increase student motivation through active learning activities. Moving home learning program itself is a concept that is inspired by the concept of moving class learning which has been proven effective in increasing learning motivation (Arysandhi & Meitriana, 2014; Hasan & Saputri, 2020; Marina et al., 2019; Ramdhani, 2016), independent learning (Sumindar & Wahyu, 2012), which in turn has implications for student learning outcomes (Pribadi & Harjati, 2013). This learning program can create a conducive learning situation through interactive, interesting, and fun learning activities so that it is expected to be able to improve student learning outcomes (Ramdhani, 2016).

In principle, and purpose, learning moving home and moving class are the same. Both are models that require the creation of an active and attractive learning environment (Hasan & Saputri, 2020). However, one thing is different only in the place where it is carried out. If in a moving class, students come for the teacher in the classes subject, then

on an MHLP, the students will go into the house of one of their friends who is a place of learning.

The selection of the house that will serve as a place of study is based on two main criteria. First, the distance between the house and the school, it is hoped that the distance between the school and the learning house is within reasonable reach for children if it is traveled either by foot or using a motorized vehicle. Second, home facilities, Ideal houses that support moving home activities include a parking area, ample study space, and a representative house yard to be used as a playground for children. This second criterion is important in learning a child-centered learning approach that requires them to learn through the activities they participate in (Choi & Jung, 2020).

The Moving Home Learning Program (MHLP) is a new early childhood learning activity program developed to overcome obstacles in implementing learning activities at home in the era of the Covid-19 pandemic. Moving home is a response from teachers in facing the challenges of learning in this pandemic era. It is important for teachers to be able to adapt to new conditions and be able to find new, more effective learning approaches (Arends & Kilcher, 2010), because one important aspect of teacher teaching ability is to create learning models that can motivate students to learn.

2.2 Adaptive Learning Strategies in Emergency Remote Teaching

The beginning of 2020 was the beginning of the Covid-19 pandemic which was recorded in history to hit human life in the world. Facing this reality is a challenge in various fields of human life, including in the field of education. To prevent the spread of Covid-19, one of the policies issued was an appeal to always be at home (Piquero et al., 2020), which automatically resulted in the closure of schools around the world (Abdollahi et al., 2020; Panovska-griffiths et al., 2020; Pramling et al., 2020). As a solution, learning, which is usually presented face-to-face, is now served online (Diningrat et al., 2020).

Such rapid transformation has resulted in the unpreparedness of the teaching staff in preparing quality learning designs, so that the ongoing learning model is an unplanned alternative method for delivering course material over a long distance. This learning model is called emergency remote teaching (Bawa, 2020; Diningrat et al., 2020; Hussein et al., 2020). Almost all educational institutions throughout the country apply the emergency remote teaching model to carry out learning activities during this crisis period. So that by utilizing online technology, educators can still teach (Diningrat et al., 2020). Therefore, teachers are required to be able to do their best with limited resources.

Experts have distinguished between the concept of online learning design (online learning) and the concept of emergency remote learning. Shisley (2020) in his article explains the term emergency remote learning describes the method taught by teachers today is an alternative method that is incidental and temporal over long distances. This is done so that the learning process does not stop so that it reaches the final goal of learning. This is reinforced by Hodges et al., (2020) who explain that the main objective of emergency

remote learning is not to build an established educational ecosystem, but simply to provide access to fast learning services during times of crisis. So that if the situation is normal, the learning model will return in in person format or in blended and hybrid learning (Rahiem, 2020). Meanwhile, online learning is designed entirely based on a well-established learning philosophy and concept. In the design process, educators must devote a lot of time to creating online learning (Sangsawang, 2020). In addition, institutions are also required to be able to provide an established information infrastructure and technology as prerequisites for online learning. It is this difference in design that is the reason for some of the differences between emergency remote learning and online learning.

3 METHOD

This research uses a qualitative method with a case study approach which is very relevant when research questions require an extensive and in-depth description of several social phenomena (Yin, 2018). Researchers use purposive sampling technique to select participants who can understand and can provide important information on the phenomena being explored. The participants were educators and school principals in the Arrohman playgroup / kindergarten in Batu City, East Java. Selection of participants refers to several criteria such as direct involvement with the object of research, policy makers, and so on, so that in the end, four teachers and a principal were selected to be interviewed. The participants were asked to sign a letter of agreement that they were willing to give them time to conduct the interview.

3.1 *Instrument*

The data collection instruments used interview, observation, and documentation techniques. Researchers conducted semi-structured interviews with participants. The interview questions focused on the implementation of MHLP activities in the Arrohman playgroup / Kindergarten, the obstacles experienced in implementing MHLP, the strategies undertaken to overcome problems that arose during the MHLP, a description of the implementation of the strategy for the play group / Kindergarten. The interview activities lasted for 15-25 minutes and were recorded via cellphone with the prior consent of the participants. The observation activity was carried out to take a closer look at the MHLP implementation practice. The obstacles faced, and the implementation of the strategy developed by the Playgroup / Kindergarten Arrohman to overcome these problems. MHLP activities and strategy implementation were documented through video recording.

3.2 *Research and Data Collection Procedures*

Interview activities were carried out on the sidelines of teacher activities after serving at school. Prior to conducting interviews, both the researcher and the participants made advance appointments. Then the researcher asked the principal's permission to allow the researcher to conduct an interview with the participants. Researchers assured participants of the confidentiality of the data they provided. Participants were also informed that this activity was voluntary and was carried out only once.

Interview activities were conducted with four teachers and a school principal who took up 30-65 minutes of time. The results from the interview are in the form of an audio recording. A few days after the interview, the researchers sent a soft copy of the transcript of the interview results via the WhatsApp application to discuss and confirm the findings at their place. The researcher also offers participants the possibility of modifying the interview data.

3.3 Data Analysis

Data were analyzed using qualitative content analysis techniques (Schreier, 2013). Data analysis was carried out in four stages. The first stage, two researchers reviewed each participant interview transcription, observation note, and documents. The second stage, each researcher encodes all data. The third stage, the researchers compared their codes, categories and conducted discussions and revisions if there were differences. In the fourth stage, the researchers agreed on the themes that emerged from the data.

4 RESULT AND DISCUSSION

4.1 Result

The results of the qualitative data analysis raised several main themes. (1) early implementation of learning from home (LFH), (2) strategies and LFH learning media, (3) evaluation of LFH implementation, (4) teacher constraints in LFH learning, (5) the importance new learning strategies, (6) MHLP as new learning strategy, (7) MHLP implementation, and (8) obstacles to MHLP implementation. These themes will be described and explained in the following sections.

4.2 Initial Implementation of Learning from Home (LFH)

During the current pandemic, the Playgroup / Kindergarten Arrohman Kota Batu is carrying out LFH model activities like other educational institutions of various levels of education. The results of field observations and interviews show that the LFH learning model that is implemented is still guided by the center model, or what is commonly referred to as BCCT (Beyond Centers and Circle Times). The centers used in learning activities are imtaq centers, beam centers, preparation centers, natural material's centers, and role-playing centers. The head of the Playgroup / Kindergarten Arrohman said that in such a rapid transition from face-to-face learning to be online, it was confusing to learn a new model. This is as conveyed in the following interview excerpt:

These crisis conditions forced us to make rapid changes. We must be able to respond to this appropriately. With various limitations, we still maintain the teaching model that we have applied so far. So, we don't have to study other models because it can take a long time. We can use this time to learn online learning methods. (Head of Playgroup / Kindergarten Arrohman).

Four teachers in the Playgroup / Kindergarten Arrohman also made statements like that. They said that they were not ready to carry out LFH activities. According to them, instead

of having to search for and learn new learning models, it is better to learn techniques of conveying learning online. In addition, the center model is the most suitable learning model for ECE because it is centered on active learning. LFH activities are carried out for five days a week. These activities are carried out from Monday to Friday.

4.2.1 *Strategy and Media Learning from Home (LFH)*

The Playgroup / Kindergarten Arrohman Kota Batu uses social media as a learning medium for the application of LFH. These social media applications include WhatsApp, Facebook, and YouTube. The reason for using social media for learning is the familiarity and convenience felt by teachers and parents. Meanwhile, the media content formats used are in the form of audio, video, images, and text. The technique of applying social media is explained by the results of the interview with teacher 1 below:

LFH is carried out by delivering material that is delivered through the class. WhatsApp group (whose members of the group are the student's guardians). In the What's App media, the class teacher delivers learning material in document format (doc.), As well as an activity guide video that shows what activities the child should do. In the video, there are instructions on the exercises and practical assignments that children should do. (Teacher 1)

From the above statement, the school tries to present an easy learning process. The use of the What's App application that is familiar to parents of students makes it easy to interact between teachers and children. Presentation of material in the form of document files (doc.) Equipped with video media makes it easier for children to understand the material. The implementation strategy was explained by teacher 2 as in the interview excerpt.

In the morning, the teachers send assignments that are conveyed through the media of pictures or photos as examples of tasks that will be done by children at home. In addition, the teachers shared video tutorials on how to take the steps or how to make assignments. Then the teachers also distribute question sheets or worksheets containing several questions or questions to evaluate the children. In the afternoon, parents send or collect assignments to each homeroom teacher through the WhatsApp application. (Teacher 2).

The above statement shows that the teachers are very careful in presenting learning content. They try to carry out learning systematically. It begins with presenting the material through pictures or photos, accompanied by video tutorials on working on the task. In addition, providing worksheets through the WhatsApp application facilitates the LFH learning process in the Playgroup / Kindergarten Arrohman Kota Batu.

4.2.2 *Evaluation of the Implementation of Learning from Home (LFH)*

Towards the end of the semester, to be precise at the end of the 2nd semester in June of the 2019/2020 school year, an evaluation activity was carried out. Even though the school has made efforts to facilitate the implementation of LFH, it turns out that many

parents have complained about this online-based learning activity. They complained about not having the time and opportunity to accompany their children in carrying out this LFH lesson. In addition, they still feel the oddity that children's learning, which is usually done through activities, is now a less activity. This was conveyed by the teacher 3.

Most of them stated that they were not ready to accompany children to study at home using an online system. Some of the reasons for the unpreparedness of the parents are due to the busyness of the parents, lack of knowledge and skills on the field of information and communication technology, devices that are often problematic, even some others complain that they do not have gadgets, increased spending on Internet quota purchases, difficulty in the Internet signals several regions, and others. (Teacher 3).

The above statement shows that most of the parents do not have the preparation to face LFH learning. This unpreparedness can be in the form of unpreparedness in terms of technological devices and the ability to help their children learn. This is like the narrative of several parents conveyed by the head of the Playgroup / Kindergarten Arrohman to researchers.

Parents feel confused when they are given tasks at home. They feel that the tasks given are too complicated for the children to do. So, they are impatient when teaching their children how to do homework. Finally, the parents are forced to do their child's chores. Implicitly, parents want learning to run as before. Therefore, they urged schools to find solutions. (Head of Playgroup / Kindergarten Arrohman).

The above quote implies that LFH learning has been quite burdensome for both children and their parents. Parents' complaints indicate that they have been bored with LFH activities so far. In other words, parents wish the Playgroup / Kindergarten Arrohman to create a new learning strategy to replace LFH. Because they think that LFH is unsuitable with the early childhood learning model.

4.2.3 Teacher Constraints in Learning from Home (LFH) Practice

Based on the evaluation activities, it was identified some of the obstacles experienced by the teachers. This was conveyed by the teachers during the semester evaluation meeting. They feel confused about whether the model that has been implemented is effective if it is submitted online. This was conveyed by the head of the Playgroup / Kindergarten Arrohman as if it represented the teachers' unrest which was conveyed through an interview excerpt.

The constraints faced by teachers in online learning are constraints related with the problem of how the most effective strategy or method to deliver material to children when the only way that can be conveyed by teachers is online. As we all know, online learning has so far been limited to sending materials and assignments via the WhatsApp application. Meanwhile, the material provided is always in the form of text or writing, even though it is accompanied by a video. And, to understand the writing

or text, early childhood is still not able to. So that the tendency, learning materials and assignments is ultimately done by the parents of students. (Head of Playgroup / Kindergarten Arrohman).

The above quotation indirectly shows the great attention from the teacher and the Kindergarten Arrohman Kota Batu regarding the effectiveness of the learning process that has been carried out so far. They feel that the success of their children's education is their responsibility at school. So that their integrity and commitment are important instruments for always developing an effective, efficient, and attractive learning model in ECE.

4.2.4 *The Importance of New Learning Strategies*

Considering the facts about the unfavorable impact of implementing LFH via online for early childhood learning, parents agreed that the school should design and develop a strategy to deal with the problems mentioned above. This was conveyed by the head of the Playgroup / Kindergarten Arrohman Kota Batu when the researchers met after an evaluation meeting with teachers and parents of children.

The results of the evaluation meeting yesterday, it was agreed that the school would think of a new learning model as a substitute for the LFH activities that have been carried out so far. The new strategy is planned to be designed by involving teachers and several parents as well as the Arrohman KB / RA Foundation and other stakeholders. We hope that this new learning model can accommodate all the learning needs of children and can reduce the obstacles that have been felt. (Head of Playgroup / Kindergarten Arrohman).

The excerpt from the interview with the head of kindergarten shows that the Playgroup / Kindergarten Arrohman is prepared to respond to all challenges and needs of all parties. The Playgroup / Kindergarten Arrohman participated in building the progress of its educational institutions by inviting all elements to think about solutions to solving the problems at hand. This is done solely so that all parties have responsibility for the progress of the Playgroup / Kindergarten Arrohman Kota Batu.

4.2.5 *Moving Home Learning Program (MHLP) as a New Learning Strategy*

Arrohman Playgroup / Kindergarten enters the new school year in July 2020/2021. At the beginning of the semester, Arrohman Playgroup / Kindergarten continued to carry out LFH activities using the center model. However, these LFH activities are different from those of the LFH activities in the previous school year, and even different from other ECE schools. The LFH concept developed by Kindergarten Arrohman is an MHLP strategy as described in an interview excerpt with the head of the Playgroup / Kindergarten Arrohman.

Yes, this is a new strategy that we deliberately developed together to overcome some of the LFH learning constraints we experienced in the last semester. Moving home itself is a concept that we adapt from the Moving class activity. If the moving class of

students is required to move from one class to another, MHLP requires students to move from one house to another. (Head of Playgroup / Kindergarten Arrohman).

The MHLP strategy itself is an adaptive strategy. This strategy was designed and developed by the Playgroup / Kindergarten Arrohman Kota Batu to overcome various obstacles in LFH activities so far. This strategy requires children to be able to learn face-to-face both with the teacher and their friends. So that the essence of learning activities while playing or playing while learning, as well as socializing activities is still felt by children. Figure 1 shows one of the children's activities in MHLP learning.



Figure 1. Children's activities in moving home learning (MHLP)

4.2.6 Implementation of the Moving Home Learning Program (MHLP)

MHLP activities are carried out once a week, namely only on Tuesday, starting at 08.00-9.00 WIB. The learning activities were carried out in five parents' houses. Determination of learning location is based on an agreement between parents and the school based on certain criteria. Every week, to be precise every Tuesday, the location or place of study moves according to the schedule and agreement between the parents and the school. This is as explained by the head of Playgroup / Kindergarten Arrohman in an interview excerpt.

MHLP is quite time-consuming in its implementation because there must be an agreement between parents and the school for the location within the house to be used as a place of learning. Every Tuesday we always move from house to house. Although it is carried out once a week and only held for one hour, MHLP requires careful preparation, such as the criteria for home comfort and the distance between home and school. Every Friday, teachers, school principals, parent representatives jointly coordinate to do rolling or house moving scheduling. Therefore, there needs to be coordination between schools and parents. (Head of Playgroup / Kindergarten Arrohman).

The quotation above indicates that MHLP activities are activities that must be designed and carried out with full preparation, starting with the selection of a house and the distance

to the ideal location for children. The criteria for home comfort are also things to pay attention to, such as the existence of a large enough yard for children's play activities. Figure 2 shows a teacher who will carry out MHLP at the house of one of the parents.



Figure 2. One of the teachers who will start MHLP activities

4.2.7 Constraints to Implementing the Moving Home Learning Program (MHLP)

The MHLP activity for the Playgroup / Kindergarten Arrohman in Batu City found several problems on the field. This problem is considered very influential for the concentration of teachers when carrying out learning. Teacher 4 shared his teaching experience in one of the students' 'parents' houses.

This must be able to adapt to the situation and conditions because we encounter obstacles that have nothing to do with learning activities. Some house locations that are quite far from the school make students complain because of the distance. As a result, some of the children arrived late. They arrived drowsy with exhaustion. (Teacher 4)

Apart from the constraints described by Teacher 4 above, another problem was also experienced by Teacher 1 who said, because they had to move frequently, some media and educational game tools were often unavailable. As we all know, childhood is a period of development that can be stimulated through play activities. So, it can be concluded that the learning process feels less effective and attractive to children. When the researcher confirmed this to the head of the Playgroup / Kindergarten Arrohman, he added that other obstacles were also experienced by teachers 2 and 3.

There is a feeling of embarrassment when we want to explore children's activities at home, we feel bad about making the room dirty, or we are even afraid that we will damage things in the house. Another obstacle, the number of meetings that are only once a week, we feel is lacking, but how else is it still the Covid-19 pandemic. In several locations of the house, it has attracted the attention of several food vendors and children's favorite toys. As a result, they are not concerned about learning. The existence of parents makes children not concerned too. (Head of Playgroup / Kindergarten Arrohman)

Some of the obstacles presented above have made the school take preventive actions that are still possible. However, because of the characteristics of the children themselves where they are active learners, even though they have been prevented, they still do. Teacher 1 shared her worries - *when we studied in the house of one of the parents, there was a cupboard for collecting antique glasses, plates, other fragile materials, I was worried because there were three children who were quite active in playing near the cupboard* - Thus, this moving home activity requires careful planning and implementation.

4.3 Discussion

This research resulted in several findings related to issues regarding the implementation of LFH during the Covid-19 pandemic in the Playgroup / Kindergarten Arrohman Kota Batu. First of all, as in other schools at various levels of education that implement LFH policies using online learning strategies (Hussein et al., 2020; Rahiem, 2020), the application of these learning strategies is also applied in Playgroup / Kindergarten Arrohman. Despite applying a learning model that is different from normal conditions, the learning model applied in the Arrohman Kindergarten in Batu City still adheres to the center model (Supriatna et al., 2018) or what is commonly referred to as BCCT or Beyond Centers and Circle Time (Eliza, 2013; Hamzah, 2016; et al., 2020). The centers used in learning activities are religious centers, beam centers, preparation centers, natural material's centers, and role-playing centers. This is important to do so that there is no confusion on the part of teachers and children if they are required to change their learning methods.

LFH activities are carried out using social media applications such as WhatsApp, Facebook, and YouTube. The media used to convey information or learning content is in the form of video, audio, images, text (in doc. Document). The need for technology in learning can spur students' interest in interacting with their teacher). This can be said to be a progress in the professional development of teachers. Data from Trend in Digital Learning shows that teachers who have experience running online learning and blended learning, indicate a high literacy of technology to improve the quality of learning in the classroom. It high a high appreciation for the role of technology in learning. And have a high desire to take advantage of technology in supporting the transformation of the tomorrow environment (Project Tommorrow & Blackboard, 2017).

From the results of the semester evaluation, there are several obstacles experienced by parents while running LFH. Most of them stated that they were not ready to accompany children to study at home using the online system. Some of the reasons for the unpreparedness of the parents of students are due to the busyness of parents, lack of knowledge and skills in the field of information and communication technology, devices that are often problematic (Gibson, 2013), Even some others complain that they do not have devices, increased spending on purchase's internet quota, difficulty with Internet signal in some areas, and others. This is reinforced by research reports (Lopes & Mckay, 2020; Sangsawang, 2020) that LFH activities cause extra expenses to buy internet quotas, and demand that parents be literate about technology to support the learning process at home.

Daniel (2020) suggests that educational institutions and systems should make special efforts to help parents who do not have the ability to carry out LFH activities, especially those in areas that are less conducive to doing online learning. This can be made worse if the economic or financial conditions of the family are also disrupted due to the Covid-19 outbreak.

Based on the results of further interviews, parents complained about the workload given by the school (Fenech, 2013). They feel that the tasks given by the school are too heavy for the children to do so that the parents are the ones who end up doing the tasks. Although the role of parents is very important in LFH activities, if this is done continuously, it will cause laziness in children. Moreover, since the implementation of LFH activities, there has been an increase in the intensity of the use of devices so as to limit social interactions between children, the environment and their peers, disturbing children's social emotional development as well as religious and moral values (Işıkoğlu et al., 2021).

Given the disadvantages that can be caused by the continuous application of LFH, parents want to have face-to-face learning again as is usually done in normal times. This is in line with what was said by Daniel (2020) that a time like now is an worrying time for parents and students. Uncertainty about when life returns to normal exacerbates this anxiety. Furthermore, Arends & Kilcher, (2010) and Daniel (2020) reveals that institutions need to make the changes needed for teaching activities in different ways. So LFH activities are not an easy matter, especially for children with low motivation. Their homes are not equipped with supporting learning facilities and Internet connectivity, as is the situation for children from well-to-do families.

The Playgroup / Kindergarten Arrohman Kota Batu responded to parents' complaints by implementing new strategies. This strategy is called MHLP. MHLP is an adaptive learning strategy that can be applied when the application of online learning encounters many obstacles in ECE. This concept was adapted from the moving class learning model. Moving class itself is a learning model that requires students to visit the teacher of certain subjects in the class (Sumindar & Wahyu, 2012). As for the most striking difference between the two, if the moving class students move from one class to another, MHLP requires students to move from one house to another. This is in line with the application of active learning to place children's interactions and a dynamic and sustainable environment at the center of children's learning (Stephen et al., 2010).

Although the MHLP activity is carried out once a week, the implementation of this activity is considered important for children's development. MHLP activities can maintain emotional relationships between teachers and children, because if these activities are not available, there is a concern that there will be a decline in the development of the child's socio-emotional aspects. This decrease can be caused by the intensity of online learning carried out by children so that they cannot interact with other people, especially teachers and friends. However, according to the ecological theory, the interaction between children and their socio-cultural context is the basis for the child's development

(Bronfenbrenner, 1979). In addition, Vygotsky (1978) also added that children would learn new knowledge when interacting with people and their surroundings.

The choice of a house to be used as a learning location is based on an agreement between parents and school, considering the distance and the comfort of the house for the children's learning place. The process of selecting and determining the house to be used for learning is selected based on several criteria. This is important to pay attention to because the physical environment also affects children's development and also their school attendance (Boardman, 2003). Many studies have shown that the home study environment has a major influence on cognitive development and learning outcomes of children. Son & Morrison (2010) reported that the learning environment at home was strongly and positively related to children's language skills as well as their academic abilities. Schmerse et al., (2018) stated that the home learning environment affected grammatical and vocabulary development in children aged 0 to 6 years. As well as findings from a study conducted by Choi & Jung (2020) which shows that children are given many choices of various types of material for learning activities at home (for example, toys, artwork, knowledge videos, and others), they are likely to find natural pleasure from their sense of awareness and attraction in the classroom.

Although MHLP activities are considered as a model that can be used as a solution to the limitations of early childhood LFH activities during this pandemic there are still several obstacles that occur in the field. These constraints are related to technical problems, but also affect the process and results of these learning activities (Dick et al., 2015; Reigeluth et al., 2017). However, the parties involved should be able to overcome it so that the learning process can run effectively, efficiently and pleasantly (Reigeluth et al., 2017).

5 CONCLUSION

Based on field findings, it shows that the moving home learning program (MHLP) can be a solution in the emergency remote teaching of the era of early childhood education, as well as preventing more in-depth lost learning. Even though it has various limitations, MHLP is still a solution that has high benefits to stimulate all aspects of early childhood development. MHLP requires better design and development as the implementation process in the field so that it can be used more effectively. This study is also an exploratory study regarding four teachers and a principal of the Playgroup / Kindergarten Arrohman Kota Batu who have experience running LFH activities during the Covid-19 pandemic. Given the characteristics of qualitative research and the limited number of participants, it prevents us from generalizing all the findings in this study. However, the results of this study can be used as a reference for other ECE institutions in selecting or developing suitable models to be applied in their institutions during this pandemic. For the Playgroup / Kindergarten Arrohman, the findings on the weaknesses of the MHLP model can be used as an evaluation tool to improve these activities or can be used as a reference for developing new, more effective learning models.

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