

APPLICATION OF NEW NORMAL IN PHYSICAL DISTANCING LEARNING FOR EARLY CHILDREN TEACHER EDUCATION

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ABSTRACT:

Physical distancing is important for adulthood and more importantly for early childhood learning, because under 5 years of age are quickly infected with disease outbreaks, then this learning must be applied to early childhood, so that the optimization of Physical Distancing Learning, must be through educators / teachers / ustadzah who teaches it at school, because at school the children are contaminated with outside air and always meet children of their own age. Faced with the viral situation and conditions, every second is inevitable for children whose us he is vulnerable under 5 years. The purpose of the importance of the learning process at early childhood level which is applied during the "New Normal" period. The discussion of this article is more focused on; "How to Apply New Normal in Physical Distancing Learning for Early Childhood Teacher Education". Through a) Preparation, Development and Implementation of Early Childhood teacher education; how related to regulatory policies and curricula that the government needs to prepare. b) The Effectiveness of Early Childhood Teachers and

INTRODUCTION:

After a few months we are all living in a time of pandemic Corona Virus Disease 2019 (Covid-19) which requires us all to work, study and worship d ar i the house , then we come now, at the time of entering the order of life a

new chapter in the future of New Normal, after during the Covid-19 pandemic. According to the Chairperson of the Expert Team for the Task Force for the Acceleration of Handling Covid-19 ; Wiku Adisasmita ; "New Normal is a change in behavior to continue carrying out normal activities, but coupled with implementing health protocols to prevent transmission of Covid-19 (Bramasta; 2020) . So "New Normal" is a new normal life, meaning the life we live normally but with a new lifestyle. The new lifestyle is related to the implementation of health protocols such as physical distancing, diligently washing hands with soap or hand sanitizer, wearing masks and a nutritious diet. This will happen in all aspects of people's life in Indonesia.

Physical distancing is important to provide physical boundaries where every person can socialize, thus social distancing is replaced with physical distancing, because everyone still has to be able to interact and have relationships in every activity. All patterns of activity, including education , from education to tertiary level, apply the " New Normal " period , especially for the kindergarten / early childhood education level, this must be paid more attention because, the age of kindergarten / early childhood school children is vulnerable to the Covid-19 outbreak. School age, especially kindergarten / early childhood children, is more directed at family collaboration (father, mother, younger sibling or brother) , close kinship connection, so that it is more at the preventive or preventive level to be with friends, but on the other hand, this kind of condition sometimes

causes problem because there is not necessarily a match between collaborators. The bad impact occurs in kindergarten / early childhood students such as many complaints and boredom of learning from home.

This condition causes the psychological condition of children to occur in the implementation of learning from home which is unpleasant and ineffective, so that which continues to support the learning process, can be carried out by educators / teachers, because the parental education process is not optimal, which makes every kindergarten / kindergarten age student. PAUD wants to return to normal learning at school. The desire of most of these students is in line with government policies that implement the "New Norms; during the COVID-19 pandemic. Given the above conditions, kindergarten / early childhood education cannot be separated from the implementation of the "New Normal" period. For this reason, what was the learning process at the PAUD level implemented during the "New Normal" period? Based on the problems above, this article is more focused on; "How to Apply New Normal in Physical Distancing Learning for Early Childhood Teacher Education". This article discusses a) Preparing, Development and Implementation of education teachers in Early Childhood; how related to regulatory policies and curricula that the government needs to prepare. b) The Effectiveness of Early Childhood Teachers and

THEORITICAL REVIEW:

Enforcement of New Normal in Physical Distancing Learning for Early Childhood Teacher Education. In accordance with President Joko Widodo's instructions at the Merdeka Palace on Friday, May 15, 2020, it was stated that life would definitely change to overcome the risk of this outbreak. That is what many people refer to as the "New Normal" or the new life order.

School education for kindergarten / early childhood education also follows the new life order and must be well prepared, because education for early childhood is different from higher education. The distinctive character of children really needs assistance and guidance from adults around them, namely educators / teachers at school and in the homes of their parents and their families around them. It takes hard work to apply the New Normal to children's education.

The term physical distancing is not only applied in Indonesia, but also in Canada. Canadian health experts and politicians have urged citizens to keep physical distance from each other and stay at home as often as possible to help stop the spread of the coronavirus, said Dr. Jeff Kwong, an infectious disease specialist and professor in the Department of Family and Community Medicine at the University of Toronto, states that the importance of implementing physical distancing is because you really have to use the term 'physical distancing', because it is really about physically, and socially separated. We need to stick together, but only in a virtual way; via online; social media and internet networks;"

Physical Distancing Education Environment must be able to be applied by educators / teachers, because educators / teachers are the ones who have the authority to carry out the learning process in schools.

The following are some things that educators can prepare to face a new life order, through physical distancing by early childhood. First, creating a safe environment for children and educators. How can kindergarten / early childhood institutions and educators provide safe services during a pandemic? The thing that needs to be done is limiting the class (study group) to a maximum of 10 children per class. Each class remains in its class and does not move around. If there is more than one class, each class must be in a different room. The

educators who are capable, do not make a move from one class to another. In addition, facilities must follow standard guidelines to prevent the spread of the virus, such as seating arrangements with a recommended distance of 1-3 meters, hand washing facilities and keeping all equipment used by children clean.

Perform physical distancing in kindergarten. What can be done is limiting the number of children to a maximum of 10 children per class in one class. Organize classrooms, set a minimum distance of six feet in each child activity center, child table and chair. Eliminate activities that allow children to be close together and prevent sharing of toys and materials. Each child can be given a backpack or box to put each child's ingredients. Develop activities with models and apply good hygiene and physical distancing practices. Use classroom materials to help the children visualize the six feet distance between people needed. Remind children not to share food, drinks, play equipment with friends. Arrangements for physical distancing of the child's parents during school pick-up and drop-off hours. Indeed, it seems difficult to impose physical / social distancing in kindergarten / early childhood, considering that activities in kindergarten are usually carried out in groups. However, during a pandemic all activities must emphasize individual activities.

Some individual activities that can be used as alternatives in learning include coloring, painting, putting up puzzles, playing Lego pairs and other activities that are usually done alone. Apart from that, there are several activities that you can do together but keep your distance and don't involve physical contact, for example singing, clapping your hands and telling stories.

The second preparation is conducting health screening and maintaining cleanliness. Screening is carried out for all people involved in education, especially early childhood teachers and school employees, students, and

children's parents. Screening can be started before leaving the house, whether there are symptoms that are suspected of being infected with Covid-19. If there are symptoms, it is advisable to stay at home. In addition, measuring body temperature when entering the school environment must also be done. P Behaviors clean and healthy life (PHBs) is required to be done in the school to prevent transmission of the virus. Efforts that can be made in implementing PHBS behavior include requiring all children, teachers, employees and parents to wear masks and face covers. Adequate and easy-to-reach facilities for washing hands. Teach children how to wash their hands properly. Cleanliness of the school environment, classrooms and equipment used must also be carried out regularly. Spraying disinfectants on surfaces that you touch frequently, such as door handles, faucet handles, and toys and so on.

According to the Head of the Department of Early Childhood Education Yogyakarta State University (UNY) Amir Syamsudin (in an interview with the theme of new normal in kindergarten / early childhood education), Covid-19 is transmitted between crowded individuals. A simple solution if you don't want to catch up is to avoid the crowd. The definition of a crowd varies. If using the example in Australia, it is permissible to gather up to ten people in the same room or environment. To implement it in kindergarten institutions, you must also do physical / social distancing, use a mask, wash your hands and clean public facilities that are often touched. The best efforts to break the chain of the spread of Covid-19 must be made by all parties, including the kindergarten / PAUD institutions. Parents must also be able to pay attention to the safety of their children, taking into account their children's health.

METHOD:

This writing method is through literature study / library research and observation of problems that are narrated, based on a descriptive approach, and analyze through primary data; Experience the reality of existing education and literature review as well as research journals and internet articles. Research Library Technical literature is "literature research carried out by reading, studying and recording the literature or reading material appropriate to the subject, and then filtered and poured into the theoretical framework". (Hardiansyah, Haris. 2012)

DISCUSSION:

A. Preparation of Early Childhood teachers; how related to regulatory policies and curricula that the government needs to prepare:

Entering New Normal Learning must also return to normal learning, learning that takes place at school. Of course, a learning system planning is needed that can combine face-to-face learning, online learning, offline learning in anticipation of physical contact. Our learning system has changed under the new "New Normal" order conditions. Learning in the classroom from "face to face " becomes " virtual face-to- face "using technologies such as video conferencing or web conferencing. Curriculum improvement, by looking at current realities, learning that occurred during the COVID-19 pandemic to anticipate physical contact, then implementing distance learning for educators including for Kindergarten and early childhood education children; also implemented distance learning. This PJJ is carried out either through online learning or offline learning. Most of them even use a combination of online and offline (LPMP Lampung 2020).

The New Normal period, which was originally from the Covid-19 Pandemic, has forced all components of education in Indonesia; including Early Childhood Educators,

to plan, develop and implement a Distance Learning (PJJ) system to introduce online and offline learning. Online learning is learning where students and teachers are connected to the internet network, while offline learning (outside the network) is learning that does not take advantage of the internet network (offline). Likewise, learning outside the classroom, utilizing various technologies, for early childhood, learning using the internet requires parental assistance, because the learning system developed is independent, while early childhood cannot find information by viewing content on television or video. , print media, or online, by listening to the radio or podcasts and also unable to choose which content is good to see and read. Paying attention to the planning, development and implementation of learning developed by early childhood educators / teachers, has deficiencies in the learning system from home, because independent learning activities, do not teach collaborative learning activities between early childhood students, because there is no or limited collaborative learning media online which is controlled by early childhood, and also limited human resources or the ability of teachers to utilize collaborative learning media online .

Planning for the development and application of physical distancing, through educators / teachers for Early Childhood, is carried out by maintaining physical contact, maintaining distance in learning, and maintaining connections or relationships with each other in the learning system. The learning system must be planned with the preparation of classrooms, the maximum number of students can be filled according to the standard health procedures, according to the provisions it can only be filled in half or a third of the total number of students, thus it is necessary to formulate and plan the pattern of student entry into the class, whether it is regulated with the shift model (students enter class) divided into

several shifts, or other models that are mutually agreed upon.

The development of online and offline learning systems that were implemented during the Covid-19 pandemic, then for the "New Normal" period, it is necessary to consider continuing the learning process, seeing shortcomings; 1) the psychological condition of students who have been staying at home for a long time, who also need socialization and collaborative learning systems with their friends. 2) Students who have not been able to learn independently, so they still need help from educators / teachers, because not all parents understand the material or learning content. 3) The limitations of the understanding of all educators / teachers, especially Educators / Teachers, in mastering computer information techniques (ICT) to plan, develop and implement Information Technology-based learning models. 4) Limitations of early childhood (AUD) learning independently and looking for materials that are suitable for learning content. 5) Network limitations and the ability of each parent to provide internet data and also to own a computer / laptop and cellphone. This is an obstacle in online learning for educators / teachers, while for offline activities we have to keep our distance so that we are not physically in contact with each other (physical distancing).

Considering the importance of planning, developing and implementing Physical Distancing for early childhood education educators / teachers, it needs to be improved ; a) Curriculum; b) Teacher Competence and c) School Infrastructure .

a) Curriculum:

The existing curriculum must be adjusted by modifying the learning material. Learning materials really need to contain life skills that AUD students must have. The completeness of the material in the curriculum also needs to be reviewed as a result of changes

in the learning system for the implementation of the New Normal for a new order after the COVID-19 pandemic. As a result of this curriculum adjustment, of course there will be a reduction in the material, because the content of the learning material will be simpler and emphasize the achievement of the basic competencies of student skills. For Early Childhood, the most important material is improvement of children's fine / soft motor skills and collaboration of Religion material to strengthen children's morals and character; as the initial foundation of the child in understanding the concept of divinity, strengthening aqidah Akhlak ; as learning to strengthen the foundation of children's faith and piety for an early age , as well as children's social learning, in learning together (Juliwati & Suharman; 2014) . The learning system in early childhood cannot be changed, but needs to be added with other contexts such as cultural understanding; in order to create noble values to be passed on to the next generation, as well as for sports material because this material is important so that children's growth and development is deliberate, as well as health and education and other environmental fields, it is important for early childhood learning. So this should need the attention of all stakeholders, especially the government as policy makers and juridical decisions.

b) Teacher Competence:

Changes in the learning system and curriculum adjustments require teachers to be ready and able to apply them in the learning process in the classroom. Learning from the learning system during the new normal period after the Covid-19 pandemic, many educators / teachers, including AUD Teachers, found it difficult to implement life skills-based online learning. It is necessary to get the attention of central and local government to improving the competence of teachers, dal am supporting

physical distancing. It is also a forum for certain functional officials, related to the developer of Learning Technology (PTP), Widyaaiswara (WI) and Widyaprada (WP) to facilitate through training, mentoring and teacher consulting services. Especially for Physical distancing material for educators / Teachers of Children at this Age (AUD), getting training is the most important thing, because there is not much / lack of training, the coaching obtained by AUD educators / teachers is institutionalized, related to Physical distancing science.

c) School Infrastructure:

New Normal for a new order, Changes in the learning system require each school to prepare a learning infrastructure that is more than before, related to physical distancing, especially for Early Childhood school infrastructure, it needs a special design, it needs to be added with the space limit for infrastructure, linked to protocol health that can keep socializing with each other, but is limited to physical contact, or class boundaries with the rules of the shift learning system, and online learning with ornate content and age-appropriate images, to make learning more enjoyable. This infrastructure preparation certainly adds a lot of funding, it is not certain that all schools are able to finance the infrastructure needs needed. The government must be able to prepare a financing scheme for schools, which in providing learning infrastructure in New Normal conditions, to implement physical distancing learning for AUD students.

The three aspects that must be planned, developed and applied to smooth physical distancing in early childhood schools, need to design a learning that is easy and can be applied. Easy learning that can be done by AUD students and teachers and meets standard health protocols. One that can be applied during the

New Normal period is virtual / emergency to avoid physical contact.

B. The effectiveness of Early Childhood Teachers in Applying Physical Distancing:

Referring to the opinion of Etkina, E. (2010). Pedagogical Content Knowledge and Preparation of High School Physics educator / teacher is an important part of education contains the science, to change psychic in addition to physical students, educators / teachers should be able to intercede government policy to me apply a physical distancing in schools, in order to apply to early childhood. Educators should be able to explain why the importance of the Government clicking h urge to perform physical distancing or (physical limitation). Physical distancing or Physical Limitation is away from gatherings, avoid meeting the bulk and keep distance between humans.

As the spearhead at the lowest level of an educational institution, the principal is required to make quick decisions in responding to a circular from the Minister of Education and Culture which requires schools to implement learning from home. Educators / teachers are shocked because they have to change the system, syllabus and learning process quickly. Students stammered because they got piles of assignments while studying from home. Meanwhile, parents feel stress when assisting the learning process with assignments, in addition to having to think about the survival and work of each other in the midst of a crisis.

Educators technical and pitch system should be able to apply their learning online. The compulsion of the learning system is expected to be able to change the learning system from conventional to modern. So far, online learning has only been a concept, as a technical tool, not as a way of thinking, as a learning paradigm. Changed drastically by educators / teachers, through online learning, even though it is not a

method to change face-to-face learning with digital applications, nor does it burden students with tasks that pile up every day. Online learning should encourage students to be creative in accessing as many sources of knowledge as possible, producing work, honing insights and ultimately shaping students to become lifelong learners, wherever they are.

Educators / teachers can apply the learning system effectively by implementing Physical Distancing in the New Normal period, it must be accompanied by the readiness of parents in educating their children.

School from home in the New Normal era supports learning by maintaining direct physical contact. This also supports the statement of the Indonesian Minister of Education, as well as answering the concerns of parents regarding the continuity of the teaching and learning process of children in the midst of the COVID-19 pandemic. It will be safer for children to learn from home until the risk of a pandemic is reduced or even completely disappeared. The challenge is that the learning from home policy for almost all school children applies amid the imposition of the New Normal. Learn from home can still be accompanied by parents who also run work from home. However, when the New Normal came into effect, many workplaces had called their employees back to work from the office or work from office. In order for effective learning, the child's learning process can run smoothly amid the limitations of learning from home, do the following important strategies:

1) Communicate to children about the actual conditions:

Schooling in the midst of a pandemic COVID-19 were forced to take place in an online format or school from home, very challenging for parents, as well as the age of the child early, losing routine of school and are not able to meet directly with friends and teachers, is an

adaptation weight, which must face by parents and children. Children must feel their own pressure, even stress running their school days in a different format, let alone get behavioral pressure from parents who force them to quickly understand. So that stress on children can be minimized, get the children to communicate as early as possible. Explain to the child the condition of the plague that is still dangerous and demands physical distancing. Then, also explain that because the condition of the plague is still dangerous, in the new class, the child will continue to attend school online. This communication is important so that children prepare the mentality and expectations from the start. That way, children are helped to build a mood when the online learning process takes place.

2) Invite children to welcome a new class with a special:

A son remains built and invited vibrant and welcoming a new class at the special with your normal condition, invite children prepare for school needs. For example, by inviting them to shop for stationery from books, pencils, to new study desks to support online classes. Don't forget to apply the COVID-19 protocol, if parents take their children to shop at a shopping center at New Normal. If it is too risky, it is better to choose online shopping only while involving the children in choosing the items the children need for school. One more thing, because school from home is likely to take a long time, try to complete online class support tools, such as laptops, desktop computers or tablets so that online classes that are often held using the Zoom application or Google Classroom can be followed by children comfortably.

3) Prepare a special corner for the children's school at home

School from home requires more concentration and more effort so that the

children's learning mood can be awakened during the study time. In addition to completing learning tools such as laptops for online classes, it would be ideal if teachers / parents / parents also prepare a special corner for online school children. For example, in a child's own room like at their desk. Or, you can also make a special table in the workspace of all educators / teachers / students so that parents can assist children in learning. Decorate the children's study table attractively so that they are more excited to start class.

4) Prepare a companion if parents have to work from office:

The new school year will start in mid-July. If educators / teachers / parents have to work from the office at this time, make sure the child has a companion as long as they have to go to school online. For example, babysitters, household assistants, grandparents, and so on, who care for and love their children. If an ordinary child left at daycare or daycare, communicate with managers of daycare so that managers / assistant can work together to assist children in school you online. This companion is important, especially for parents who still have early childhood or elementary school children. Children of this age still need more help to adapt to such distance schools.

5) Secure school financial affairs:

Financial challenges are indeed not small in the midst of this COVID-19 pandemic. In order for the child's learning process to continue smoothly, make sure the financial needs for children's schools are safe. For example, the tuition fee for new schools is also a monthly fee or SPP for at least the next 6 months. If parents are experiencing a difficult financial situation because the company where they work or their business is being affected by the pandemic, they should immediately communicate with the school the solution. That

way, the child's right to attend school is still fulfilled even though the parents' financial situation is rather tough.

6) Prepare protective health equipment:

Quoting the explanation of the Indonesian Minister of Education, teaching and learning activities in areas with green zone status can be carried out face-to-face with the strict application of the COVID-19 protocol. Areas that are still in red, yellow and orange status, which are able to change status to green, are also allowed to hold face-to-face school activities in stages. When the children's school arrives and the children's school implements school activities in turn, make sure the teacher / parent prepares various supporting tools for health protection, such as masks, face shields, hand sanitizers to disinfectants. Also make sure that the child understands the COVID-19 protocol in public spaces so that they take care of themselves more carefully.

With this strategy, educators / teachers can be helped and effectively apply physical distancing in the learning process and can invite children to prepare for the new school year amid the threat of the COVID-19 pandemic which is still dangerous. Keep the spirit of young children and parents to take care of family health.

From these challenges, educators / teachers and parents (families) must have the courage to step up to make online learning an opportunity to transform our education. There are several steps that can be a collective reflection in improving the education system by educators; including AUD educators / teachers especially regarding online learning: First, all teachers must be able to teach remotely which incidentally must use technology. Increasing the competence of educators at all levels to use distance learning applications is absolutely necessary. Indeed, the number is very large, ensuring that around 3 million teachers in

Indonesia have adequate competence in utilizing technology is certainly not an easy matter. Minimum competency of level 2 teachers in ICT must be realized, including the ability to do vicon (video conferencing) and make online teaching materials. Level 2 is a grouping of ideal teacher ICT competencies based on the Teacher ICT Competencies Framework by UNESCO. The highest level is level 4 where the teacher is able to become a trainer for other teachers. If the teacher's competency is level 2, the teacher will be able to prepare a learning system, syllabus and learning methods using digital or online learning styles. The government does not have to be alone, efforts to partner with many online portal providers are very appropriate for the Ministry of Education and Culture. However, the leading sector of online learning policy affairs must be controlled under the Ministry of Education and Culture. Second, the use of technology is also not arbitrary, there is a special knowledge so that the use of technology can be a means of realizing the goals of education, namely educational technology (TP). Online learning is not only moving the face-to-face process using digital applications, accompanied by piling up tasks. The science of educational technology designs systems for online learning to be effective, taking into account specific educational goals. The principles of utilizing technology that must be a reference for teachers in utilizing technology are being able to present difficult and rare facts into the classroom, provide illustrations of natural phenomena and science, provide room for students to explore, facilitate interaction and collaboration between students and teachers and students are more, also provide individual services without interruption. However, very few teachers understand the above principles. This demands that stakeholders, especially Learning Technology Developers, have to innovate more and seek learning breakthroughs in the current

New Normal era. Third, online learning patterns must be a part of all learning even if only as a complement. The point is that teachers get used to teaching online. The sudden implementation of the online learning system made most educators surprised. In the future, there must be a system change policy for the implementation of online learning in every subject. Teachers must have implemented technology-based learning according to the capacity and availability of technology. The ministry's initiative to prepare the Rumah Belajar online learning portal deserves to be supported, even though online affairs when New Normal forced students and teachers to carry out activities at home still needed the support of online service providers in Indonesia, at least funding / funding. Four, teachers must have online learning equipment. The minimum ICT equipment that teachers must have is a laptop and supporting tools for video conferencing. The existence of a minimum role that teachers must have really needs to be considered together, both the district / city, provincial and central governments, including parents for schools that are run by the community. There have been many fintechs engaged in providing assistance in the procurement of technological devices for students, teachers and schools. Lima, digital infrastructure imbalance between cities and regions must be bridged by technology policies to areas lacking affirmation. Internet access must be expanded and the bandwidth capacity must also be increased. The Indonesian government has succeeded in building the Palapa Ring communication infrastructure which was inaugurated by President Joko Widodo at the end of 2019 to become the backbone of digital infrastructure from Aceh to Papua. However, the range of access must be expanded so that as many schools, educators and students as possible can benefit from it. Especially for remote and

underdeveloped areas and other remote villages.

The Covid-19 pandemic is indeed a shocking effect for educators / teachers. The world of education in various countries, including Indonesia, has faced many challenges from the existence of Covid-19, which makes educators / teachers all have to work together to maintain and improve the quality of education. The five important issues above will determine how quickly educators will be able to flatten the anxiety and giddiness curve of teachers, principals, parents, students, and all of us.

This New Normal will change the education system in schools including kindergarten? PAUD must be ready to take the leap to transform online learning for all students and by all teachers. Every educator / teacher enters a new era to build creativity, hone the skills of educators / teachers as well as students and parents, and improve the quality of themselves with changes in systems, perspectives and patterns of school and family interaction with technological sophistication.

CONCLUSION:

Physical Distancing (maintaining physical distance) to minimize the spread of Covid-19. So, this policy is being pursued to slow down the rate of spread of the Corona virus in the community. The Ministry of Education and Culture responded with a policy of learning from home, through online learning and this year following the elimination of the National Examination, so this basis must also be called upon by all educators including educators / teachers at the kindergarten / early childhood education level.

Indonesia face some real challenges which should immediately look for a solution, especially for the competence of teachers and school Early Childhood : (1) the inequality of

technology between schools in major cities and regions, especially for the schools early childhood / kindergarten (2) lack of competence of teachers in the use of the application learning, (3) limited resources for the use of educational technology such as the internet and quotas, (4) the relationship between teachers, students, parents in online learning that is not yet integral (5) Limitations of the Internet Network and data package for educators and students.

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