



The Urgency of Teacher Adaptation to Post-Online Face-to-Face Learning

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Abstract

The adaptation of teachers to face-to-face learning after online has become an urgent matter. Research shows the urgency of teacher adaptation to face-to-face learning after online, as happened at TK-IT Ibu Harapan Bengkalis. The research method used is a descriptive qualitative approach, with sources of document data and credible sources. Data was collected through observation, documentation, and in-depth interviews, and analyzed inductively. The results of the study show that Teachers who are able to adapt in teaching and learning activities will have a positive impact on students. The post-online learning system set by the government with a shift/sharing system is favored by teachers because it makes the process easier and achieves learning outcomes. The ability possessed by the teacher is growing for the better. So that teachers who are able to adjust or adapt become one of the components to create a better and more effective teaching and learning process.

Keywords: *teacher adaptation; post daring; early childhood.*

Abstrak

Adaptasi guru terhadap pembelajaran tatap muka pasca daring telah menjadi hal yang urgent. Penelitian memperlihatkan urgensi adaptasi guru terhadap pembelajaran tatap muka pasca daring, seperti yang terjadi pada di TK-IT Ibu Harapan Bengkalis. Metode penelitian yang digunakan dengan pendekatan kualitatif deskriptif, dengan sumber data dokumen dan narasumber yang kredibel. Pengumpulan data dilakukan melalui observasi, dokumentasi, dan wawancara mendalam, serta dianalisis secara induktif. Hasil penelitian menunjukkan bahwa Guru yang mampu beradaptasi dalam kegiatan belajar mengajar akan berdampak positif terhadap anak didik. Sistem pembelajaran pasca daring yang ditetapkan pemerintah dengan sistem shift/pembagian disenangi guru-guru karena memudahkan dalam proses dan mencapai hasil pembelajaran. Kemampuan yang dimiliki oleh guru semakin berkembang menjadi lebih baik. Sehingga guru yang mampu untuk menyesuaikan diri atau beradaptasi menjadi salah satu komponen untuk tercipta proses kegiatan belajar mengajar yang lebih baik dan efektif.

Kata Kunci: *adaptasi guru; pasca daring; anak usia dini.*

Introduction

Yustika Irfani Lindawati and Catur Arif Rahman in their research entitled teacher adaptation in the implementation of online learning in the era of the covid-19 pandemic stated that the adaptation of teachers to the implementation of online learning during the COVID-19 pandemic included digging up information to increase their understanding of online learning through internet media. such as google and youtube, discuss with colleagues. The adaptation process cannot be separated from obstacles caused by the lack of time for teachers to learn what is meant by online learning, but these obstacles can be overcome properly due to assistance from various parties and the motivation of teachers to continue learning to understand online learning (Lindawati, 2019). Anis Huriyatunnisa explained that the results of his research related to the application of technology adaptation for teachers in supporting online learning during the pandemic can be a support in improving the individual competence of teachers (Huriyatunnisa, 2022). Nanik Margaret Tarihoran and Wiputra Cendana describe in their research entitled the teacher's efforts in adapting classroom management for online learning effectiveness to become one of the media assisting teachers to create effective learning even with an online system (Cendana, 2020). Thomas Leiwakabessy in his research on the adaptation of blended learning learning models in new normal early childhood education institutions which states that adaptation of blended learning learning models in PAUD institutions is needed in order to facilitate learning by providing various learning resources based on the characteristics of children according to age groups, through face-to-face learning, which is combined with online learning to develop six aspects of child development, namely social, emotional, cognitive, physical, motor, language and artistic development. The role of educators, parents and families through collaboration in learning is needed in adapting the blended learning model (Leiwakabessy, 2021). Muh.Yusri Bachtiar and Nasrullah in their research entitled online learning innovation and the impact on PAUD during the COVID-19 pandemic produced the latest information that teachers who are able to adapt to the circumstances they face affect the use of APD (Online Learning Applications). Because APD is stated to be able to help students to improve the ability of developmental aspects, including cognitive, attitude, and psychomotor (Bachtiar & Nasrullah, 2022). Several studies that have been carried out previously have relevance to the research to be carried out, becoming the benchmark and basis for the research conducted by the author.

The urgency of teacher adaptation to face-to-face learning after online has been implemented since July 2021 with various requirements (Hastuti, 2021). The policy of implementing face-to-face teaching and learning is limited, this appeal coincides with the new school year at educational institutions. Face-to-face learning has received permission since early 2021. However, face-to-face learning activities must still strictly observe health protocols. As many as 22 percent of schools have implemented face-to-face learning in early 2021. The new school year is also the start of schools in Bengkalis Regency, especially in Bengkalis District. Face-to-face teaching and learning activities are limited, in accordance with government policy. This activity still pays attention to the conditions that occur in the surrounding environment and still pays attention to strict health protocols, also what happened to the Integrated Islamic Kindergarten (TK-IT) Ibu Harapan Bengkalis. Internal stakeholders that have implemented Limited Face-to-face Learning (PTMT). The activity takes place by implementing strict health protocols (Prokes), students study 50 percent of their normal time, and only students who are allowed to take classes who have been given permission from their guardians and are in the range of 20-25 percent of the total students.

It is undeniable that the COVID-19 pandemic has changed the way of life for most of the world's population, including in the world of education (Rachmawati et al., 2020). Learning which was originally face-to-face, due to the Covid-19 pandemic, required all educational institutions, including Kindergarten (TK) to carry out distance learning (PJJ) or online learning using a network system. This learning style lasts for almost 2 years, making educators in this case teachers familiar with the world of technology, keeping up with the

times, and using learning media that must be adapted to the conditions that occur. This adjustment did not just stop, the reduction in the issue of the COVID-19 pandemic actually required teachers to be able to re-adjust or adapt to the situation.

The adaptation process carried out by an individual has different strategies, some do it by developing an attitude of tolerance, attitude himself as a social being and even through strategies to build relationships of interaction and communication with other people. Communication patterns that must be built by social beings include communicating between individuals and friends around them on the condition that one frequency, one goal or one thought, then proceed to build good relationships and communicate with other people outside of the previous requirements. to a larger scope (Ahmad & Bahruddin, 2021). This adaptation process cannot be done only in a short time or for a moment, but is carried out continuously or continuously which can be seen through social interactions whose activities take place in all community activities or around where living things are located (Devi, 2018). So with a process like this, starting from the closest one and then expanding to a much wider area, it will make the adjustment process easier. In addition, the effort that must be invested is to accept all input or suggestions from other people and the ideas given must be accepted with an open mind.

Adaptation is very important in influencing all activities, especially those related to social beings and the environment and the conditions they experience. This is also of course an important issue that is of concern to all parties in educational institutions, especially teachers who interact directly with early childhood, living beings who have golden potential for the future. If a teacher is not able to adapt to the conditions that occur, it is feared that it will have an impact on students who become opponents in interacting. The adaptation process cannot be carried out in a short and momentary time, every time the teacher must be able to make adjustments to the surrounding environment, both with the circumstances he faces or the development of the times with various things that must be mastered by the teacher. Therefore, this study aims to convince readers that adaptation or adjustment is important, especially for a teacher at an early childhood education institution who is dealing with children who are in various aspects of development. Convince readers that this adaptation has an impact on early childhood.

The current condition that is entering a state of recovery from the COVID-19 pandemic virus outbreak certainly affects the education sector, so teachers must adapt from every condition, starting from normal times (before the COVID-19 pandemic), entering network system learning (online), then return to the normal learning system which still has variations (depending on the school institution choosing the appropriate learning strategy for teachers and students). The new thing that might happen is the teacher's adjustment to conditions that lead to innovation in the teaching and learning process. According to Hurlock, individuals who can make adjustments in a good way are learning any social skills including the ability to establish diplomatic relationships with other people, in this case friends, family members, even strangers (Widyaningsih et al., 2016). In fact, what happens in the field is directly proportional to the theory that has been described. Individuals can survive if they are able to adapt to the environment they face, either with others or with the circumstances they face.

The research that has been done before is only related to the adaptation of teachers in various fields during the COVID-19 pandemic or during the implementation of online learning, while the current research discusses the urgency or importance of teachers to adapt to current conditions, namely post-pandemic. covid-19 This research can certainly be a reference, guide or basis for readers who are still confused about how to deal with the current unstable situation.

Method

This research is a mini research that uses qualitative methods with the object of teacher adaptation to face-to-face learning after online. The research design used is descriptive. The data in this study are in the form of words sourced from internal stakeholders, namely

educators, both principals and teachers at TK-IT Ibuk Harapan Bengkalis. Collecting data by making observations or observations and interviews with the help of a recorder. Data analysis was carried out using interactive techniques including reduction, presentation, verification and then drawing conclusions simultaneously.

The research was conducted in October 2021 by conducting online observations through teacher posts on WhatsApp and Instagram. Then followed by online interviews via chat and telephone. Then the research continued directly, the researcher came to the school to make observations or observations and interviews. Prior to the analysis, the data that has been obtained are classified first, then observed critically and in depth.

The author conducted research from the beginning of October to the beginning of December 2021. The initial stage that the researchers did was to conduct online observations by looking at all the activities of teachers and students at school via social media (whatsapp and instagram). There are several problems related to the title that the author wants to raise. So in this case, the subject of the author's research is the adaptation of teachers to face-to-face learning after online. 3 informants were taken, namely the principal, 2 class teachers and 2 center teachers. After determining the informants to support the research to be carried out, the authors began to conduct online interviews via telephone and whatsapp chat. Then to complete the interview information again, the writer did with the informant directly at the IT Kindergarten, Mrs. Harapan Bengkalis for approximately 2 weeks. The whole research that the author did took approximately 3 months. The results of the interviews did not conclude directly, but the authors again made observations to see the validity of the research results based on the results of interviews that had been conducted, and explored questions that the authors felt doubted about the results of the answers that had been given. The author matches the answers between one informant and another.

Result and Discussion

In July 2021, TK-IT Ibu Harapan Bengkalis accepted new students for the 2021/2022 academic year. Face-to-face at this school has been done by implementing a shift or division system. For example, in one class under normal conditions there are 20 people, then after face-to-face meetings are limited, the number of students who are allowed to take classes is only half of the normal number, 10 people per day. This policy was prepared by the school principal and is enforced until the end of October 2021. In a week, children are scheduled 3 times to study directly at school.

Initially, the issue of the COVID-19 pandemic spread to all corners of the world, learning that was applied when the online system was by way of home visits or teachers visiting each student from one house to another. By forming a zone of 10 zones, adjusted to the condition of the teacher whose distance is not so far from the house of the student who wants to be visited. Then the learning system developed with a task-taking system, then developed again by sending assignments via WhatsApp Group in the form of learning videos. After the Covid-19 outbreak decreased slightly, especially in the Bengkalis sub-district, the number of people affected by Covid decreased and the regulations were slightly relaxed, the TK-IT principal, Mrs. Harapan Bengkalis, made a policy of allowing students to go to school to take assignments.

COVID-19 disrupted learning, increased student debt, limited access to education facilities, increased job loss in the education sector, and reduced loss of learning among students. Management of schools and colleges encouraged their students and teachers to continue the learning process through online teaching. In this technology-driven world, with the help of digital platforms such as Zoom, Skype, Google Meet, Microsoft Team, Google Classroom, and YouTube. Teachers and students can continue their teaching-learning process during this pandemic period (Singh & Meena, 2022). The online learning that was carried out during the COVID-19 pandemic for TK-IT Mrs. Harapan herself did not use applications such as zoom meetings or google meet and other types. The reason is because this is the choice of

parents who find it difficult to accompany their children to zoom meetings because they are busy and also have signal problems. The decision that is implemented is based on the results of the questionnaire that has been given to each student's parents. The online learning system by conducting home visits also creates a sense of dissatisfaction from the parents of students, because the duration of the visit is not so long, unlike teaching and learning activities in normal times before the pandemic. This is very different because it is acknowledged by the school that there is a time limit for these student home visits, which ranges from only 45 minutes.

The changes in the online learning system are also categorized into the scope of adjustment or adaptation of teachers to learning. The adjustments made were not successful at one time, many things were the factors causing the process of activities to continue to be adjusted. It's not just that the teacher fits into the learning system, then doesn't see whether the learning objectives have been achieved, whether the aspects of child development are developing well, whether parents agree with what has been implemented, and other things that must be considered to be a benchmark for teachers to continue to adapt to the learning of TK-IT children, Mrs. Harapan Bengkalis.

Adaptation is a form of habituation of living things to align themselves with colleagues or the surrounding environment (Wistiawati et al., 2020). The ability to adapt must be possessed by educators or teachers which includes abilities, knowledge, personality, values, creativity, beliefs and attitudes, all of which require further exploration so that a comprehensive framework is realized in managing teacher human resources. Teacher performance in teaching can be seen from several indicators that vary, namely charismatic, caring, enthusiastic, fair-minded, motivated, flexible, supportive, empathetic, sociable, resistant to all pressures given, organized and most importantly easy to adapt (Putro, 2016). Adaptable sentences are an important point in this research. With current conditions that continue to change, so that adjustment is an important point that must be owned by every educator or teacher in all educational institutions. Because if the teacher is not easy to adapt, it will have a bad impact on the learning process and student learning outcomes.

Noise can cause temporary or permanent disturbances in the hearing apparatus, as well as being a reason for individuals to stress that causes an increase in alertness and psychological imbalance (Asmarani, 2017). Resilience, which was first formulated by Jack and Jeanne Block, plays an important role in the academic world, which is a must for every individual. Resilience is often used as a positive adaptive ability to help individuals survive, overcome, become strong, even change and can develop even in difficult circumstances (Mir'atannisa et al., 2019). So that teachers in the world of education can apply resilience in themselves, because in current conditions, they are constantly changing.

Learning at TK-IT Ibu Harapan Bengkalis

Registration of new students for the new academic year 2021/2022 has agreed that every parent who registers their child at TK-IT Ibu Harapan Bengkalis has direct school expectations. So that way, parents who still hope to study online will not register their children for school. This basis is what face-to-face learning is carried out, but still by following the rules from the government.

Learning Before Online

Many learning models are applied by early childhood education institutions to support developmental aspects in children. "Character education is absolutely carried out in the 21st century in early childhood as a curative step and social pathology in society, but preventive steps for the formation of good character from each student have not been effectively used in character education" (Surya, 2017). "Children should be introduced to a culture that is appropriate to the context in which the child is developing, to develop thinking skills and conceptualize social problems that are appropriate to their life background" (Eliza, 2017). "Nourovita stated that the learning outcomes showed that traditional Javanese games were

effective in improving children's social adjustment" (Munawaroh, 2017). In addition to supporting the development of aspects that exist in early childhood, this diverse learning model also aims to improve and develop the creativity that exists in him, the learning model that is applied often only uses improvised media or even uses objects that are in the environment. around like nature and everything in it.

"An alternative learning model that can be applied to early childhood is outbound education. Outbound is a learning program in the open which is based on the principle of experiential learning (learning through direct experience) which is presented in the form of games, simulations, discussions and adventures as a medium for delivering material" (Rocmah, 2012). The natural environment is often one of the media used by teachers to increase the creativity of early childhood. Because of the natural environment, there are several natural materials that can be used as learning media, even utilizing the natural environment with creative value (Muthohar & M, 2020). Utilizing regional musical instruments to foster a sense of love for the homeland in early childhood, foreign culture comes with access 4.0 which very quickly affects the younger generation, so that people begin to leave traditional arts as cultural heritage (Sulton et al., 2020). Learning models that involve what is around early childhood leave more impressions, because the process that children go through is more directly felt. Early childhood is a living creature that has the characteristics of being quick to catch if the learning media used is real.

TK-IT Ibu Harapan Bengkalis itself implements a center-based learning system, the school provides several classes to serve as various centers. So that each child carries out the learning process with a rolling system from one center to the next. In a learning process like this, the teacher usually provides media and student worksheets whose sources are taken from magazines that are no longer used. One of the center models is BCCT (Beyond Center and Circle Time) presented in figure 1.

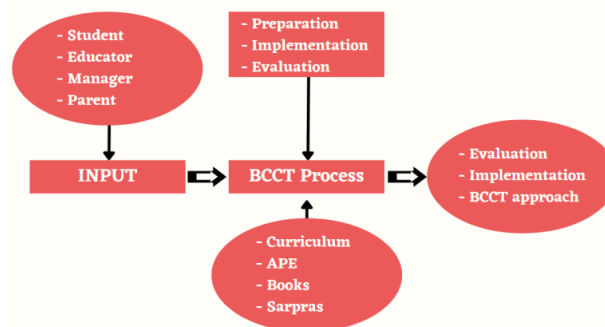


Figure 1. BCCT Learning Model Chart

Online Learning

Educational institutes around the globe are now conforming to the reality of online learning as a substitute for in-class learning (Muangmee et al., 2021). There has been high acclaim for e-learning tools. Numbers show students' experience difficulties getting along with technology leading to issues such as computer based anxiety, fear of technology and extremely challenging circumstances brought about by the need to conform to societal requirements in using online resources for education. This study examined the case with the lens of The Unified Theory of Acceptance and Use of Technology 2 (UTAUT2). The conceptual framework suggests that performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, learning value, and social distancing of the

students measured the behavior intention and actual use of students adoption of e-learning tools (Muangmee et al., 2021). Changes in conditions that occur suddenly without any socialization require teachers to be able to adapt or adjust independently to what is happening. Finding your own information on what kind of learning system is appropriate, can be applied to early childhood, does not make it difficult for parents, children, teachers and all parties. The call for learning the network system has indeed been reported, but not all teachers are able to master it and even use this as a way out for learning activities in early childhood education institutions. The uniqueness of early childhood is easily bored sitting for long periods of time or who cannot focus on one thing for a long time, becomes one of the considerations to determine the right way to run and make the teaching and learning process a success.

Teachers carry out their roles with demands to easily adapt to any conditions. So that learning can run effectively, activities that were originally lectures become lectures and discussions, providing support material in Word and PowerPoint formats, in addition to adding learning videos (Cendana, 2020). However, it is not surprising that a culture that changes suddenly creates obstacles for teachers in the process of teaching and learning activities, because learning is a network system by utilizing a cellphone/laptop and requires a network (Agustin et al., 2021). Various difficulties experienced by teachers in the implementation of online learning. Complaints from parents for various reasons must also be accepted by the teacher with an open mind and an open heart.

Learning during the COVID-19 pandemic also has an effect on parenting at home. Children with parenting that are in accordance with their own character, have an easy impact on adapting to the environment. Parenting patterns at home have a relationship with children's adaptability at school (Wahyuningsih, 2018). The factors that influence the adaptability proposed by Roy and Gunarsa are humans which include development and maturity, as well as psychological conditions, the environment (support from family, home and school), including health and illness (physical condition) (Afiyah, 2018). If children are able to adapt to the school environment they face, it is easy for teachers to provide learning models adapted to the current situation.

This pandemic period makes educational institutions work even harder in marketing educational services, and each institution will make marketing management using a variety of methods, as we know that in this case early childhood education institutions are one of the institutions that have tough competition between one institution and one institution. Another (Sidiq & Na'imah, 2019). So that early childhood education institutions, including teachers in them, must be able to make good management to attract parents' interest in entering their children into the school. Learning activities during the COVID-19 pandemic must also be regulated in such a way, so that online learners who have been determined by the government and run by schools, do not change the trust of parents and children's interest in going to school. The Kindergarten-IT School of Harapan Bengkalis applies online learning, which means that students do not learn directly at school. However, teachers do home visits or visit students' homes, by implementing a zone system. Form 10 zones, so that one teacher visits several students who are close to the location of the teacher's residence. This home visit intends to invite children to study like they do at school, but due to limited time for visits, the learning provided is only related to habituation materials. However, this activity also received protests from parents because the school did not teach reading, writing, and arithmetic.

Adedoyin & Soykan's findings, which stated a need for instructional technology when researchers begin to look for short-term and long-term solutions to threats by COVID-19. The most suitable option is distance learning (Ellianawati et al., 2021). This activity is what the school continues to do while online, but with the adaptability that the teacher must have, so that learning activities develop by making learning videos that are sent to students at home, then students carry out assignments, recorded, then sent back to the teacher, the assessment stage is carried out by the teacher by sending feedback as seen from the video that has been submitted by students.

The implementation of online learning by teachers has advantages and disadvantages deficiency. The advantages of online learning are that learning is more effective and efficient; students are more flexible to study the subject matter independently; expand reach learning; learning occurs independently (Lindawati, 2019). This the teacher does by adapting using technology.

In addition, when online there are more changes in preparing lesson plans. Initially, each center teacher prepared their own lesson plans and teaching materials. During the pandemic, teachers work together to make lesson plans. So that the teaching load is slightly reduced because of the cooperation between teachers who will make visits. The material used by each teacher to all children is the same every day. The workload during the pandemic feels lighter because everything is done together, such as making videos, asking who is willing to record objects, then having a partner to help record. And other teaching needs that are done together.

Post Online Learning

The post-online learning process at TK-IT Mrs. Harapan Bengkalis, as of the end of October 2021, has carried out face-to-face learning on the condition that only 50% of the total number of students are allowed to attend school. So in a day for 1 class only 10 people are allowed to attend. It was concluded for 1 child, studying face-to-face at school with the teacher 3 times a week. This learning system is also known as Limited Face-to-face Learning (PTMT). the implementation of learning is illustrated in Figure 2.



Figure 2. Post-Online Learning TK IT Ibu Harapan Bengkalis

After going through various conditions, teachers make adjustments, post online, although the learning is the same as when it was normal before the outbreak, but with various rules given by the government, it demands that teachers still have to be able to adapt to the conditions that occur. Moreover, the current condition is said to be a developing era, technology is also developing. So for teachers who have never used it or even handled it, they have never, now because they are forced to adapt and are more likely to open the computer provided by the school.

The making of teaching materials such as weekly, daily lesson plans and even the media has immediately taken advantage of technology (searching the internet). Dare to express his inability or inability to use technology such as computers to find learning media. Encouraged to learn to use computers because they saw colleagues who easily get learning media on the internet. Encouraged to be both creative in looking for examples of teaching materials on the internet, so with this reference, if one teacher is unable to find it on his own, he dares to ask his colleagues for help to find learning media to be used. Learning media in

the form of learning videos are no longer applied and WhatsApp Group is also not one of the learning media, only as information. The current learning system still uses rolling classes.

Impact of Teacher Adaptation on Post-Online Learning

Adaptation is defined as an effort in the defense aspect of optimal functioning in which there is the involvement of reflexes, automatic mechanisms to protect coping mechanisms and ideally the goal is to adjust or master the situation (Kusuma, 2017). According to Haviland, adaptation is defined as how living things regulate their lives in the face of all events that may occur in their lives and can also be between living things and their environment (Devi, 2018). So that adaptation can be interpreted as an effort which includes the process of adapting an individual to the surrounding environment, both fellow social beings or with objects and the environment he faces, including conditions that can change without any prior preparation.

Changes that occur from one condition to another, also have an impact at TK-IT Ibu Harapan Bengkalis on teacher learning and abilities. The impact of teacher adaptation can be seen in table 1.

Tabel 1. Impact of Teacher Adaptation on Post-Online Learning

Indicator	Keterangan		
	Before the Pandemic	Pandemic (Online)	Post Online
Have android	Not all teachers, some still survive with ordinary cellphones that can't access the internet	It's almost complete	It's all over
Lesson plan (Weekly, Daily)	Handwriting (own project)	Handwriting and typing (work together)	Handwriting and typing (own project)
Instructional Media	From magazine cut and in paper form	Tutorial video	Source from the internet
Technology utilization	Admin only	Half of the teachers	Almost all
Class room	Less colorful	Less colorful	More colorful and alive
Child's ability	Standard	Has a good base, but doesn't develop because there are no supporting events	Much better, because it has a basis, stimulated in school directly, additionally following events so that it is much better

The results of the author's interview with the informant are as follows. Before the pandemic, the learning model implemented was center-based. So that a change in circumstances, in this case the COVID-19 pandemic, requires teachers to be able to adapt to changing learning models that are in accordance with the circumstances. Then Mrs. Neni Mulyani Muchtar said that:

"Face-to-face learning after the pandemic outbreak, even though the issue of the corona virus outbreak is still up and down, learning is still attempted face-to-face, even though the school has to adapt to the circumstances. For the learning process that we live alone, from the pandemic to the present, of course, it has completely changed. The learning model during the pandemic, which does not allow teaching and learning activities in schools, makes the school change the learning model by visiting home (coming to students' homes with a zone system), so that we don't apply this kind of learning model again after face-to-face meetings are allowed. However, the use of technology that is possible until now is still attached and used by all teachers, although

not all teachers are immediately proficient, but more and more teachers in this school are following technological developments which should run in balance with the learning process."

Health protocols (prokes) that must also be observed and are more stringent, this is also something that should not be ignored. Of course this gives rise to new innovations, considering that there is so much to be adjusted. Mrs. Neni Mulyani stated as follows:

"Teachers at this school after face-to-face after online in terms of making weekly and daily lesson plans have progressed, the preparation of RPM or RPH is no longer 100% by hand, but there is a combination by utilizing technology or typed and this is done individually. Unlike before, in the past, RPM or RPH was written only by hand. Then the manufacture of media that has used the internet as a search source or guide. In the past, teachers only prepared media from magazine pieces and it was only in the form of paper. Next, the innovations that can be seen are the classrooms, the classroom teachers innovate their respective classes with various color creations and others, so as to make the class more lively and the children enjoy learning at school."

Mrs. Neni Mulyani Muchtar confirmed the above statement, "The change in the learning model has had a positive impact on teachers in TK-IT Ibu Harapan Bengkalis. The learning model implemented by the shift system is felt by the teacher to be easier than the learning model that was implemented before COVID-19. Some of the positive things that teachers feel are being able to focus on all children during the learning process. The teacher also admits that children with the current learning model are more focused and enjoy the process. The basis of students from home or family already exists, then it is developed in schools with a full teacher focus, so that the abilities that children have can be seen by the teacher and develop."

In addition to the above impacts that occurred in the field, felt by the teacher at TK-IT Ibu Harapan Bengkalis, the time felt now was more relaxed. This is because the admission of children who are longer than before the pandemic, there are even those who come later than the set time. The teacher 30 minutes before the students arrive, they must be at school to welcome the children. The current entry time is only allowed for 2 hours, from 08.00 to 10.00 WIB. Apart from time reasons, the thing that makes the current situation feel better than before is that the children who come are not so crowded so that the teacher can focus more on their students and the teacher does not feel so tired.

In accordance with previous research, that teacher adaptation is very important in implementing learning both during the pandemic or post-covid-19 pandemic. Because with adaptation teachers can explore the latest information as additional media for a more effective teaching and learning process by utilizing technology, this is in accordance with the research that the author has done at this time as well as previous research, one of which was by Yustika Irfani Lindawati and Catur Arif Rahman.

However, the research that the author did of course had limited resources because the post-covid-19 pandemic conditions were not 100% said to have returned to normal. This can be used as a problem formulation by future researchers to find out more about teacher adaptation in post-covid-19 learning after face-to-face learning has been carried out normally in all educational institutions. Can learning with the shift system favored by the IT Kindergarten teacher Ibu Harapan Bengkalis can still be implemented and make learning more effective and learning outcomes for early childhood development aspects better.

Conclusion

The adaptation made has the impact of not being technology literate, so that they become proficient in using technology. Looking for learning media by utilizing technology. Teachers are more independent and creative. The learning atmosphere is more lively, because the classroom is alive with the help of the internet as an example so that the classroom is more

colorful. Teaching and learning activities are more comfortable with time and student allowances. The learning system will not improve in a better direction, if the teacher who is the main role is not able to adapt to the environmental conditions it faces.

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