

Implementation of the Principles of Early Childhood Learning in the Group Learning Model during the Learning from Home Period

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Implementation of the Principles of Early Childhood Learning in the Group Learning Model during the Learning from Home Period

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Abstract. There are 12 learning principles that will be discussed in this study with the aim of describing the implementation of these principles in educational institutions that use the group learning model. The research was conducted using a qualitative descriptive method, with data collection techniques using interviews, observation, and documentation. Data analysis was carried out using the Miles and Hubberman model which includes data reduction, data presentation, and drawing conclusions. The research subjects were teachers in groups A and B at the Jagakarsa State Kindergarten, South Jakarta. The results show that teachers have tried to implement the principles of learning while learning from home. However, there are several principles that cannot be implemented optimally; 1). Learning while playing, 2). Learning that is oriented to the needs of children, 3). the absence of child-centered learning, and 4). democratic learning, and 5). have not utilized guest teachers in the learning process.

Keywords: Group Model; Learning Principles; Learning from Home

1 Introduction

Education given to early childhood is an effort to optimally support the golden age of children so that it can become a strong foundation for their future preparations. Early age only comes once and cannot be repeated, but it greatly determines the development of children's quality for the next life [1]. The learning provided for early childhood, especially preschool ages of 4-6 years, is different from the education of adolescents and adults. Education for preschoolers must be packaged by utilizing various media and methods to attract children's interest, attention, and concentration. This is because the preschool age group has low concentration range so it is easy to switch to other activities that are more interesting for children. Various learning activities must be provided to support 6 aspects of children's development, which include moral aspects of Religion, Language, Cognitive, Physical Motoric, Social-Emotional, and Art, in one day of learning.

The presentation of activities to support the six aspects of child development is different in each educational institution, this depends on the learning model used. One of them is the group learning model or cooperative learning model. This learning model was first investigated in 1898, nearly 600 experiments and more than 100 studies relevant to cooperative learning have been carried out by Roger and Jonson [2]. Group learning model is a learning model where

students are divided into several groups with different activities [3]. The activities contained in the group are the main activities that must be carried out by children. The teachers have to assist, provide support according to the needs of the children, and ensure that the children completes activities as expected. Then the teachers invite the children to move to the next activity or carry out safety activities [4].

Although each institution is free to determine the learning model to be used, the presentation of learning must still pay attention to the principles of learning for early childhood. This learning principle is the basis for thinking and hoping that the learning given to children is achieved in accordance with the level of children's development and in accordance with the objectives of the learning itself.

By referring to the regulation of the Minister of Education and Culture Number 146 of 2014 [5] and Zainal's opinion [6], 12 learning principles were determined to be the focus of this research, namely: 1). Learning through playing (providing educational stimulation in the right way through playing, providing meaningful learning to children); 2). Learning that is adapted to the children's development (developing all aspects of development according to the child's age stage); 3). Learning that is oriented to children's needs (providing educational stimulation or stimulation according to children's needs, including children with special needs); 4). Children-centered learning (creating an atmosphere that can encourage enthusiasm for learning, motivation, interest, creativity, initiative, inspiration, innovation, and independence according to the characteristics, interests, potential, level of development, and needs of children); 5). Learning uses a thematic approach (activities carried out for one theme, sub-theme, or sub-theme are designed to achieve the attitude, knowledge, and skill competencies together by covering some or all aspects of development); 6). PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menantang [Active, Creative, Effective, and Fun Learning]) learning activities (creating an atmosphere that encourages children to actively seek, find, make choices, express opinions, and do and experience for themselves); 7). Learning to develop life skills (educational stimulation is directed at developing children's independence); 8). Learning that is supported by a conducive environment (creating an environment in such a way that is interesting, fun, safe, and comfortable for children); 9). Democratic learning (developing mutual respect between children and teachers, and between children and other children); 10). Meaningful learning (learning with a purpose that allows them to engage in it to gain more meaning in the world around them); 11). Oriented to the development of character values (educational stimulation is directed to develop values that form a positive character in children); and 12). Utilization of learning media, learning resources, and guest speakers or teachers (aims to make learning more contextual and meaningful).

However, the pandemic that has occurred since early 2020 has caused changes in learning patterns at all levels of education, including education for preschool-aged children. All learning activities are carried out from home or also known as learning from home (LFH), both online and offline. During the pandemic, the learning provided no longer focuses on teachers at school, but involves the participation of parents at home. Teachers are required to be more creative in managing online learning [7], so that not only children can take part in learning comfortably and happily, but also parents who accompany their children can take part in the learning process presented by the teacher.

Various challenges and problems also intervene the learning process from home. A lot of research has been done regarding challenges and problems, both from the teachers' point of view and from the parents' side, or from the material and activities provided. Several studies conducted with the subject that were teachers were directed at efforts to find out the challenges or problems faced by teachers in learning activities from home or online and offline learning in

early childhood during the Covid-19 pandemic [9][10]; The application of E-Learning in Early Childhood [11]; as well as knowing ECCE Teachers' Perceptions of Online Learning: The Phenomenon of the Covid-19 Pandemic Period [12].

However, research has not been found to see whether the learning carried out while learning from home still pays attention to the principles of learning for early childhood. Based on this, the purpose of this research is to describe the implementation of the early childhood learning principles in kindergarten in the group learning model during learning from home.

2 Research Methods

To achieve the research objectives, a qualitative descriptive method was used. The research was conducted at one of the State Kindergarten institutions located in the Jagakarsa area, South Jakarta using a group learning model. The research was conducted in May-June 2021, with the research subjects being representatives of teachers who taught in group A and group B. Data were collected using observation, interview, and documentation techniques. The validity of the data was carried out using the triangulation method, while the data analysis was carried out using the Milles and Huberman model which included three stages which are data reduction, data presentation, and drawing conclusions. The stages of the research are presented in the following image.

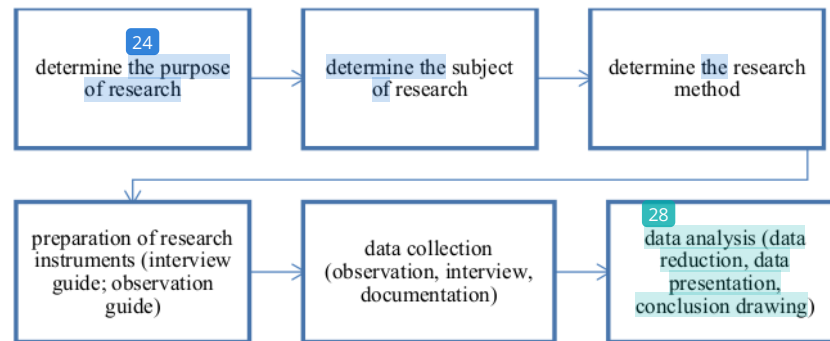


Fig.1. Stages of the Research

3 Results and Discussion

Observations were made on the learning process, both in group A and group B through zoom. The results of learning observations and documentation are presented in the following table.

Table 1. Learning Group, A on the first day



Time	Observation	Documentation
08.45-09.00	While waiting for all the children to join the zoom, the teacher gives the opportunity for the children to greet each other with their other friends.	Theme: My Country Sub theme: Name, Symbol, Principles, and Country's Flag
09.00-09.05	The teacher greeted the children and asked about their day and what they had for breakfast	
09.05-09.15	Learning begins with reciting a prayer, after that the teacher asks the children about the day, date, month, and year. The teacher also explains the theme and sub-themes to the children, then the teacher has a conversation about the name, emblem, basis, and national flag using power point. Introduction of the theme and explanation of the material through PPT and telling stories about the eagle (regarding the number of feathers on the wings, legs and tail which symbolizes Indonesia's independence day, the symbol of Pancasila and the word Pancasila)	
09.15-09.25	Assignments <ul style="list-style-type: none"> • Complete the eagle shield • Matching symbols with the principles • Announce Pancasila from the first to the fifth principles 	
09.25-09.30	Closing with a prayer and reviewing today's learning theme by the teacher	

Table 2. Learning Group, A on the second day

Time	Observation	Documentation
09.00-15	While waiting for all the children to join the zoom, the teacher gives the opportunity for the children to greet each other with their other friends. The teacher greeted them and asked about their day and what they had for breakfast	Theme: My Country Sub theme: Name, Symbol, Principles, and Country's Flag
09.15-09.25	Reciting a prayer was the first thing to do before beginning the class, after that the teacher asks the children about the day, date, month, and year, the teacher also invites the children to do "KAMIS" clap. The teacher explains the themes and sub-themes to the children, then the teacher talks about presidents, national holidays, heroes and traditions using Power Point. Introduction of the theme and explanation of the material is through PPT and telling stories about the President of the Republic of Indonesia from 1-7	

	Assignments
09.25-10.00	<ul style="list-style-type: none"> • Cut around the president's photo • Complete the letters of president's name • Folding a paper to form a frame
10.00-10.10	Closing with a prayer, the teacher reviews what has been discussed regarding the themes, sub-themes and activities that the children did.

Table 3. Learning Group B on the first day

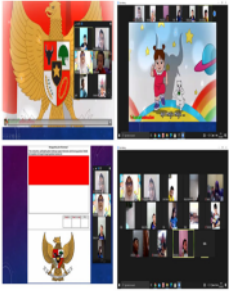
Time	Observation	Documentation
07.50-08.00	Zoom began while waiting the other children to join and the teacher does a Q&A session to ask what they had for breakfast	Theme: My Country Sub-Theme: National Principles
08.00-08.10	After the children gathered, teacher greets them and ask about their days one by one as well as the children greeting their friends.	
08.10-08.38	Introduction of the theme and explanation of the material through PPT and also through the singing method (singing Garuda Pancasila) and telling stories about the Garuda (regarding the number of feathers on the wings, legs and tail that symbolizes Indonesia's independence day)	
08.38- 09.30	Assignments <ul style="list-style-type: none"> • Cut the eagle's picture and stick it onto the red and white flag • Counting the feathers on the eagle (neck, wings, legs, and tail) • Match the numbers with drawing a line according to the order of Pancasila (National Principle) • Sticking the Pancasila puzzle 	
09.30	Closing with a prayer	

Table 4. Learning Group B on the second day

Time	Observation	Documentation
08.00-08.10	Before the PJJ (<i>Pembelajaran Jarak Jauh</i> [Remote Learning]) activity starts, the teacher greets the children first and plays a video about the universe, namely the planet according to today's theme.	Theme: My Country Sub-Theme: National Principles
08.10-08.20	The activity begins with reciting a prayer before studying, followed by asking the children the day, month, and year of today. The teacher invites to applaud to lift the spirit before starting the learning activities this morning.	
08.20-08.40	The teacher explains to the children about the universe. Then, tell objects that are in the sky like; sun, moon and	

planets. The teacher asks the children about the shapes, letters, colors, and benefits of celestial bodies. Sing along and say the names of the planets. The teacher plays a video about outer space, namely objects in the sky such as; sun, moon, comets and earth. The teacher explains to the children the differences between the sun, moon, comets, and earth. After explaining, the teacher gave the opportunity for the children to ask questions but none of the children asked the teacher.



08.40- 09.10	<p>Assignments</p> <ul style="list-style-type: none"> • Color and stick the picture of a sun • Calculate subtraction with pictures of sun • Compose a rhyme or poem about the sun (Before the children work, the teacher allows the children to choose the activities that will be done by them first).
09.10-09.15	<p>Reciting prayers after studying. The teacher thanked the children for today's activities went well.</p>

In addition to observing and documenting, interviews were also conducted with teachers in groups A and B, using interview guidelines related to the implementation of learning principles for early childhood. The results of the interviews are presented in the following narrative form.

a. Learning through playing principle

During LFH, the teachers apply learning while playing by providing 3 playing activities in 1 learning day. Sensory motor play is given in the form of playing with candles, plasticine, and lego; Role playing is given during professional themes such as playing doctors and patients using tools at home and videotaped either by playing in groups or alone. Constructive play activities are given in the form of making mockups of houses or cars from used cardboard although sometimes constructive play is difficult to implement.

b. Children's need-oriented learning

While LFH, the teachers apply individual play because doing it in groups is difficult for children. Individual play activities are given such as playing looking for objects. Meanwhile, group play is done by involving family members who are at home as friends when playing games.

c. Learning according to the children's development

During LFH, the teachers continue to make activities according to the children's development, there are some that cannot be seen during distance learning at this time. The sources used in preparing the RPPH (Rencana Pelaksanaan Pembelajaran Harian [Daily Learning Plan]) are from the 2013 curriculum, STTPA (Standar Tingkat Pencapaian Perkembangan Anak [Standard Level of Children Development Achievement]), and the covid emergency curriculum. The format difference in preparing RPPH between PJJ (Pembelajaran Jarak Jauh [Distance Learning]) and normal learning RPPH is in the template only.

d. Children-centered learning

At the time of LFH, the teachers more often determine the learning activities that will be carried out by the children, but also provide the opportunity for the children to ask questions about the learning activities that will be carried out. During that session, there were children who dared to immediately ask questions and there were children who had to be asked first before them asking questions. If the child wants to ask a question, the teacher gives the

opportunity by calling the child 1 by 1 and if no children asks, the teachers will encourage the children to ask a question even though only a few of them ask.

e. Learning using thematic approach

The activities given to children during LFH are in accordance with the RPPH that has been designed from the beginning of the year. Activities are adjusted to the level and stages of children's development, as well as adapted to the theme being discussed, such as on the professional theme, activities carried out by children playing drama, coloring worksheets, and counting activities. While on the theme of communication tools, children are introduced to tools including electronic communication tools, and others. The activities provided during LFH still cover 6 aspects of development although some are less visible, such as social-emotional development.

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f. Learning activity with PAKEM or *Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan* [Active, Creative, Effective, and Fun Learning]

The activities given at this time are sometimes fun but sometimes unpleasant. One of the reasons is because teachers do not directly teach children. This can be seen when the children do the task, the responses given by them and the enthusiasm begins to decline because some are getting bored of doing LFH. However, some children still have high interests, which can be seen from their willingness to wait for the lessons given by the teacher via Zoom. The activities given to children during LFH did not improve their ability to think critically and have curiosity, among others, seen from the questions asked by children were questions that were usually asked, and only 1 or 2 children wanted to ask. To increase the spirit of the children again, the teacher will phone them to follow the lesson.

g. Life skill development learning

When doing LFH, teachers also carry out activities that can improve children's life skills. The activities given by the teachers are giving assignments to wash dishes, clean the house, clean up after using the toilet for defecating and urinating, wear their own clothes, bathe themselves, brush their teeth, and so on. The reason teachers provide life skills activities is so that children get used to doing daily activities, as well as to prepare children to be able to live independently of themselves. School itself requires children to be independent, can help others and also help themselves.

h. Learning supported by conducive environment

While LFH, the teachers keep trying to create a supportive environment for children to learn, which is done by giving concentration claps. Teachers also ask parents to prepare a comfortable learning place for children and asks children to have breakfast first so that children can concentrate. Parents are also asked to accompany their children while learning through Zoom.

i. Democratize learning

In doing LFH, teachers cannot differentiate every child because they have the same equal rights and teachers give the opportunity between the children to greet each other and express their opinions. If there are multiple children ask at the same time, the teachers will pick the first one who raises hand. While learning through Zoom, the children are free to move around. While exposing the theme, teachers give a chance to children to unify their opinions and interact with each other at the beginning of Zoom class. If there are other children who also talk while the chosen child is speaking, teachers need to give the understanding that they have to speak 1 by 1. However, if the class is still not conducive and crowded, teachers can mute their accounts and ask them to raise a hand, then they can talk. During LFH, the learning activities are decided by the teachers.

j. Meaningful learning

In order for the learning provided to be meaningful to children, the teachers always explain the theme using various media that is closest to the children and also use Power Point media with an attractive presentation so that children can easily understand and remember it easily. Learning is also done using videos. When starting learning, the teachers first explore the knowledge that the children have. If the children already know a lot about the 1 topic to be discussed, teachers do not take too long to explain the topic. But if they do not know it, the teachers provide a lot of explanation regarding the topic. Examples are also given along with the use of objects that are around the children, for example: when discussing the theme of vehicles, the teachers use vehicles that are close by such as motorbikes, public transportation and others.

k. Oriented to the development of character values

The embedding of character values is still carried out even in LFH conditions. The character values that will be embedded are included in the RPPH that has been made by the teachers in the form of religious values or love of God, love for the country, discipline, independence, and an attitude of wanting to help others. The embedding of religious values or love of God is carried out through reading prayers before and after studying, loving the country through singing Indonesia Raya anthem, and embedding the value of independence by asking children to complete the assigned tasks themselves. The embedding of character values is adjusted to the theme to make it easier for the teachers to discuss, but sometimes it is also not in accordance with the theme. It is also carried out by giving moral messages to children, both at the time of Zoom class or through voice notes sent to WAG (Whats App Group) or through learning videos.

l. Utilization of learning media, learning resources, and guest speakers

When Learning From Home (LFH), the learning resources used are videos and materials presented in the form of Power Points. As for the learning media teachers use worksheets, Power Points, crayons, paper, and materials from nature such as leaves, twigs, and other used materials. However, during learning from home, the schools do not invite guest teachers as what it used to during offline learning.

Learning from home is a solution that can be given to children so that they can still get their rights to education while maintaining the safety and security of children from the spread of the C-19 virus. Jagakarsa State Kindergarten with its group learning mode has tried to provide learning to students by paying attention to applicable learning principles. The results of the interview show that teachers have prepared 3 types of playing for children to do in 1 day, namely sensory motor play, role play, and construction play. However, based on the results of observations and documentation, the activities given to children in group A and group B have the same pattern, where the activities are more on sensory motor play (tables 1, 2, 3, 4 in the assignment section).

When observed in the 1-day learning series, it appears that the teachers have provided activities to support 6 aspects of children's development which include fine motor skills (completing shields, cutting photos, folding paper, cutting pictures, coloring, and pasting pictures), cognitive (matching symbols with National Principles, completing letters, counting feathers, sticking puzzles, and counting), language (reciting Pancasila, drawing numbered lines, and making rhymes). The embedding of Moral Religion values can be seen through the habit of praying before and after learning. Only gross motor activities have not been done. The lessons provided are in accordance with the plans that have been made and outlined in the RPPH and refers to the 2013 curriculum and the Covid emergency curriculum. Thematic approach is also

seen to be applied. Based on the results of observations and documentation in the four tables, as well as the results of interviews, teachers at the State Kindergarten have provided activities according to the themes and sub-themes presented. However, the aspect of social-emotional development cannot be seen because there is no interaction between children in sufficient time.

Playing is the right and need of every child [13]. And, every learning activity must refer to the goal of meeting the development needs of children individually, so the concept of education for children should be designed in the form of playing. By playing, children will try to have a desire and try to achieve it and all aspects of children's development can be improved [14]. Jagakarsa State Kindergarten has used the Covid emergency curriculum as one of the references or sources used by teachers to prepare activities arranged in the 22nd H. The Emergency Curriculum Learning Implementation Plan is a learning plan specially prepared by the Ministry of Education and Culture by simplifying the national curriculum in conditions of the COVID-19 pandemic [15]. This needs to be done so that the learning provided is in accordance with the conditions that occur and the level of the children's ability so that it is easy for them to understand the material provided [16].

Preparing playing activities that include 3 types of them is something that needs to be considered. [17] writes that aspects of children's motor, social, emotional, and language skill development will properly develop if early childhood playing activities are supported by three types of play, which are: sensory-motor play, role play, and constructive play. Despite that, only 1 type of play is seen, namely sensory-motor play. The thematic approach has been practiced in the learning process and the activities provided are in accordance with the themes and sub-themes presented. It is explained in the book issued [5], that in the integrated thematic learning model in ECCE, the activities carried out for one theme, sub-theme, or sub-themes are designed to achieve together with the competencies of attitudes, knowledge, and skills to cover some or all aspect of development. Thematic learning emphasizes more on the involvement of students in the learning process actively in the learning process, so that they can gain direct experience and are trained to be able to find their own various knowledge that are learned [18]. This has been seen in the learning process even though through the use of Zoom application.

Although the teachers have provided 3 playing activities in 1 day, the children cannot determine what activities will be completed first. All children do the same activities, with the same sequence of activities. Teachers do not give children the opportunity to choose. This is understandable because the teachers cannot monitor the children's work process while on the other hand children with different ability levels require sufficient attention from the teachers. However, to meet the learning elements according to the needs of the child, the teachers give all children the opportunity to ask questions if there are difficulties. Children's playing needs which include playing individually and in groups are also a challenge to be met realizing that this is learning from home, where children can only see their friends and teachers through a glass screen in a virtual room. Many individual activities are given, but for activities carried out in groups, it becomes a challenge. Although activities can be provided by involving parents, not all parents can accompany their children properly.

For the PAKEM learning principle, it is said that there is a decrease in children's enthusiasm for learning. One of the causes is the emergence of boredom to participate in LFM activities, although there are still children who are excited to take part in the learning carried out using the Zoom application. Parents' active and fun involvement is also a factor in creating active, creative, effective, and fun learning. The PAKEM activity is a child-centred learning model through a variety of fun activities to develop children's attitude and understanding skills so the teachers must create an atmosphere in such a way that children will actively ask, question, and express ideas [19]. Rohaniawati wrote that the results of the analysis of students' thinking

skills in the Teacher Personality Development course using the PAKEM approach were found to increase in almost every meeting. The result of student activity in cycle 1 is 91%, in cycle 2 it reaches 100% as well as in cycle 3 it reaches 100% [20]. This indicates that under any conditions and situations, the teachers must still be able to make children actively participate in learning, foster creative attitudes, create effective learning, and present a pleasant atmosphere, especially when children show an uncomfortable or bored attitude, so that the expected abilities can be achieved by the children.

The emergence of negative behavior as a result of unpleasant learning can be circumvented by creating a conducive environment, as stated [21], that ability of teachers to create conducive classes can avoid students from boredom, dullness, and psychological fatigue. While on the other hand, a conducive class will be able to grow interest, motivation, and learning endurance. A conducive environment must be created in such a way that is interesting and fun by paying attention to safety and comfort that can support learning activities through playing and make children focus on learning [22]. The parents' active and fun involvement is also an effective way to create a conducive learning environment during LFH.

The implementation of learning to support children's life skills is still provided. The results of the interviews showed that the teachers gave assignments to children to be able to complete daily tasks by helping parents wash dishes, clean the house, or fulfill their own needs to clean themselves especially after defecating and urinating. The tasks given to support children's life skills are also part of the effort to embed character in children. In addition to being independent in meeting the needs of children, independence it is also taught by asking children to complete their own tasks. The teachers also embed the character of love for the homeland by introducing and singing national songs. Learning about life skills is one of the most important foundations for early childhood because it will greatly affect the lives of children for both now and in the future. According to [23] by providing learning about life skills, it can shape the children's personality into persons who are not easily discouraged and never give up as well as becoming responsible.

The introduction of life skills education is basically an effort to minimize the gap between the world of education and real life so that education will be more realistic and more contextual with real everyday life values [24]. Suprihatin & Dewi wrote that "life skill education is an education that provides basic supplies and training to learners about the values of life needed and useful for the development of everyday life" [25]. Introducing life skills directly or indirectly can also support efforts to embed character values in children. These values can be formed or built in an ongoing basis through habituation, which is an activity that is carried out regularly and continuously to train children to have certain habits to be applied in everyday life [26].

The embodiment of democratic learning principles can be seen when children have the same opportunity to ask or answer questions. The teachers' explanation for the children taking turns in asking or answering can increase their understanding of listening, giving in, being patient, willing to wait their turn, and respecting others. Although one thing that cannot be democratic to do during LFH is the freedom of children to choose and complete tasks according to their wishes and interests. "In this sense, democracy becomes an object of learning as well as informing the act of learning. This implies that children have to both think about democracy and experience democracy in pre-school" [27].

To make the learning provided easy for children to understand and meaningful, the teachers have made learning videos, made PPT, showed pictures or objects, and provided examples according to the themes and sub-themes discussed. The learning media used also shows that the teachers have tried to take advantage of the learning media. Learning videos are

also a source of learning in addition to utilizing materials available in the natural environment. [28] said that teaching and learning activities require effective learning media by using the senses of visual and auditory. Therefore, the learning media in the form of video is considered quite effective in learning for early childhood. The use of Power Point as a medium as well as a learning resource can attract children's attention to the material presented. The existence of various images, sounds, animation effects, colorful, and attractive designs make children enthusiastic to learn and follow the learning process [29][30]. Likewise with the use of Zoom applications. According to Ismawati & Prasetyo [31] the Zoom application is an application that provides face-to-face interaction facilities between teachers and students virtually via video conference.

Utilization of learning media and learning resources is also an effort to present meaningful learning. Hidayati (2016) writes that learning activities will be meaningful, if they are carried out in a comfortable environment, provide a sense of security, are contextual in nature, and children experience directly what they learn [32]. Utilization of learning resources that come from the environment will increase children's insight and knowledge because they experience it directly and can optimize the potential of their five senses to communicate with the environment [33]. However, one thing that cannot be done during LFH is to bring guest teachers to school or to class, which is actually part of informing children that learning can be anywhere, anytime, and with anyone.

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4 Conclusion

The conclusion of this research is that of the 12 principles of learning, there are 6 principles that have been implemented well, namely: 1). learning according to the children's development; 2). learning using thematic approach; 3). learning activities that are Active, Creative, Effective, and Fun Learning (PAKEM); 4). learning to develop life skills; 5). learning that is supported by a conducive environment; 6). meaningful learning; and 7). Oriented to the development of character values. However, there are also learning principles that have not been done optimally in their implementation, which are: 1). Learning while playing, where the facilitation of playing activities is more of a sensory motor type of playing; 2). learning that is oriented to the needs of children, where teachers find it difficult to present activities that children can do in groups; 3). children-centered learning, and 4). democratic learning, where children cannot choose the provided playing activities; and 5). have not utilized guest teachers in the learning process, which is indicated by the inability to present the guest in online learning.

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