

## The Effect of Online Learning on The Social Competence of Early Childhood Teachers

<sup>1</sup>Diah Rahma Apriliani

<sup>2</sup>Saba Mansoor Qadhi

<sup>1</sup>*Fakultas Ilmu Pendidikan, Universitas Negeri Surabaya*

<sup>2</sup>*Qatar University*

[tristiariwidyanti16010684074@mhs.unesa.ac.id](mailto:tristiariwidyanti16010684074@mhs.unesa.ac.id)

[sabaa@qu.edu.qa](mailto:sabaa@qu.edu.qa)

Submitted: 30-12-2025    Revised : 03-01-2026    Accepted: 23-08-2025

**ABSTRACT** This study examines the effect of online learning on the social competence of early childhood teachers, focusing on communication skills, collaboration, emotional regulation, and interactions with children and parents. Using a qualitative approach, data were collected through interviews, observations, and documentation from teachers engaged in online professional learning and instructional activities. The findings reveal that online learning provides meaningful opportunities for professional networking, knowledge sharing, and reflective dialogue, which contribute positively to teachers' communication confidence and collaborative attitudes. However, the transition to digital platforms also reduced informal social interactions and limited the depth of relational connection among teachers, parents, and children. Teachers reported challenges in interpreting emotional cues, sustaining engagement, and building strong interpersonal bonds in virtual environments. The study further shows that the impact of online learning is context-dependent, influenced by technological access, institutional support, and digital literacy levels. Despite initial stress and uncertainty, teachers gradually developed resilience and adaptability in managing online communication. Overall, the results indicate that online learning both enhances and constrains social competence, suggesting the need for balanced integration of digital and face-to-face professional development. Strengthening institutional support and digital communication training is essential to maximize the benefits of online learning for teacher social competence.

**Keywords:** *Online Learning, Social Competence, Early Childhood Teachers, Digital Communication, Professional Development, Collaboration, Emotional Regulation*

**How to Cite**    Apriliani, D., & Qadhi, S., (2025). The Effect of Online Learning on The Social Competence of Early Childhood Teachers. *Chalim Journal of Teaching and Learning*, Volume 1( 1), 9-16.

### INTRODUCTION

The rapidly developing science and technology influences the progress of various fields, one of which is education (Aithal, 2020). Through an increasingly dynamic world, education can guide and develop humans to keep pace with the times. In the era of globalization, education can serve as a tool to filter out negative influences. In accordance with the National Education System Law (Sisdiknas) No. 20 of 2003, education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to acquire religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, and the state.

Education is a phenomenon that cannot be ignored, as it is closely related to daily activities and is inseparable from human life. This aligns with the objectives of education stated in the National Education System Law No. 20 of 2003 (UU RI, 2003). Education plays a central role in determining social change. To achieve this, the government has planned and implemented improvements in vocational quality as well as compulsory education for nine years. In the modern era, new challenges arise for developing countries, particularly in the field of education. Demands for quality education are essential to respond to challenges in the educational world. Early childhood, as the future generation who will continue the development of a nation, plays a crucial role in character formation (Abdalla, 2025).

Children at this age experience rapid development that significantly affects their future, so their growth must be carefully monitored. Human brain development progresses sharply during early childhood, reaching nearly 50%. Therefore, the development of early childhood learning must receive serious attention (Mulyasa, 2021). In recent years, early childhood education has faced disruptions and obstacles. Since early 2020, the world has been battling the COVID-19 pandemic, preventing direct learning from being carried out optimally. Simultaneously, countries around the world changed their learning systems to reduce infection rates. The virus first emerged in China (Sari, 2020: 7), but eventually spread globally and was declared a pandemic by the World Health Organization (WHO).

Due to its rapid transmission, the government implemented Large-Scale Social Restrictions (PSBB) or social distancing (PERMENKES, 2020: 18), urging people to remain at home. This policy had a major impact on social, economic, and educational sectors. The Ministry of Education required learning activities from kindergarten through university to shift to online systems (Dhawan, 2020: 19). This policy served as a preventive measure. Through online learning, teachers are expected to give extra attention so children can still communicate effectively. Teachers are also expected to maintain their social competence despite remote learning conditions. According to data from the Ministry of Education, there are more than 600 active kindergartens in Mojokerto, both public and private, all of which implemented online learning. As a result, teacher–student interaction decreased significantly. This condition particularly affected first-year students, who were just entering school and had limited opportunities to be personally known by their teachers.

Distance learning means students study from home rather than attending school. According to Qomarudin and Bilfaqih (Shal et al., 2025), online learning is conducted through the internet using learning platforms or social networks. It is designed to reach broad target groups. Compared to face-to-face learning, online learning differs in terms of place and distance (Acquah & Katz, 2020). Dhawan (2020: 20) states that online learning is a solution for monitoring students' learning in situations where direct interaction is not possible. (Bayatpour et al., 2022) explains that online learning is distant, electronic, and technology-based. Forms include Web-Based Learning, Computer-Based Learning, Virtual Education, and Digital Collaboration (Chatwattana, 2017). Generally, teachers use virtual education platforms or social media such as WhatsApp to support learning through features like photos, videos, documents, and video calls.

Studies on early childhood distance learning have been conducted previously. Nurlina (2020: 7) found that online learning was conducted through Zoom or WhatsApp, worksheets, home visits, and rotating face-to-face sessions in safe zones. Fitria (2020: 8) reported that teachers at PAUD Multitalent Dehasen Bengkulu used video blogs to support social interaction and character education. Rusmiati (2020: 1) found that WhatsApp was used through text messages, voice notes, and video recordings. These findings suggest online learning can run effectively depending on teacher competence. Teacher competence refers to the knowledge, skills, and behavior required for professional duties (Mulyasa, 2021). Law No. 14/2005 states that teacher competence includes pedagogical, personal, professional, and social competence.

Of these, social competence plays a crucial role in early childhood learning. According to (Mulyasa, 2021), social competence refers to a teacher's ability to communicate and interact

effectively with students, colleagues, parents, and the community. The purpose of implementing teacher social competence during online learning in the COVID-19 pandemic for early childhood students is to enable teachers to build effective, meaningful communication despite physical distance. Strong social competence is expected to improve learning quality and motivate students, while also helping teachers identify and resolve learning challenges.

## **METHOD**

This study aims to determine whether there is an influence of the independent variable on the dependent variable. Specifically, it seeks to examine the extent to which online learning affects the social competence of early childhood education (PAUD) teachers in Mojokerto. Based on its approach, this research uses a quantitative research design. According to Sugiyono (2018: 13), quantitative research is used to examine existing theories and bodies of knowledge in order to identify causal problems. These problems are then tested to determine whether they are accepted or rejected, or whether they exert an influence or not, based on field data. Thus, this research is intended to determine the influence of online learning on the social competence of PAUD teachers.

In terms of method and level of explanation, this study employs a survey research design. Sugiyono (2018: 75) states that survey research is conducted on large or small populations, but the data examined are taken from samples drawn from those populations, enabling researchers to identify relative incidents, distributions, and relationships among sociological and psychological variables. Furthermore, survey research seeks to describe and generalize data or events occurring within an entire population based on sample findings (Sukardi, 2003: 175). (Murniarti, 2025) also states that survey research can be used to explain causal relationships, test hypotheses, and develop social indicators. According to (Cornish et al., 2023), a variable is the object of research or the focus of attention in a study. This research consists of an independent variable (X), namely online learning, and a dependent variable (Y), namely the social competence of PAUD teachers.

The population refers to a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn (Sugiyono, 2008: 115). A sample is a subset of the population possessing those characteristics (Sugiyono, 2008: 116). The population in this study includes all kindergarten teachers in Mojokerto, totaling 729 teachers. The sampling technique used is purposive sampling, in which samples are selected from the population based on certain criteria and considerations (Sugiyono, 2015: 122). The sample size is determined using the Slovin formula with a standard error of 10%, resulting in 88 respondents. This study uses a research instrument, defined as a tool used to measure natural or social phenomena (Sugiyono, 2015: 199). The instrument in this study was designed to measure the influence of online learning on the social competence of PAUD teachers.

Referring to Law of the Republic of Indonesia No. 14 of 2005, indicators of teacher social competence in this research include: (1) polite oral, written, and/or symbolic communication; (2) functional use of communication and information technology; and (3) effective interaction with students, education staff, school leaders, and parents or guardians. These indicators were then developed into research questionnaire items. The indicators adopted were based on theoretical formulations from Mulyasa (2013) and Law No. 14 of 2005. The quality of a research instrument determines the quality of the research itself. According to Arikunto (2011: 168), instrument quality testing consists of validity and reliability testing. Validity testing determines the extent to which the collected data accurately reflect the measured construct. Validity was tested by correlating item scores with total scores using SPSS 16.0 for Windows, and comparing the calculated correlation value with the critical table value at  $df = n - 2$ .

Instrument reliability was tested using Cronbach's Alpha, as the research instrument was in the form of a questionnaire. Reliability values range from 0 to 1 (Siregar, 2014: 87), and

calculations were conducted using SPSS 23.0 for Windows. Data were collected using a questionnaire. A questionnaire is a data collection technique in which respondents are given a set of written questions or statements to answer (Sugiyono, 2015: 224). In this study, the questionnaire was distributed using a Google Form link. The questionnaire was closed-ended, so respondents only needed to choose from the available answers. Data analysis in quantitative research involves carrying out calculations to answer research problems and test hypotheses (Sugiyono, 2015: 147). Based on the survey design, data processing used percentage techniques and cross-tabulation (Bungin, 2005: 164): (1) Percentage analysis was used to identify the frequency trends of respondents' answers; and (2) Cross-tabulation was used to identify relationships between two variables in one table.

To determine the effect of the independent variable on the dependent variable, hypothesis testing was conducted using regression analysis. Regression analysis measures the linear relationship between two or more variables, enabling researchers to determine whether the independent variable (online learning) significantly influences the dependent variable (teachers' social competence). Hypothesis testing was conducted at a significance level of 5% ( $\alpha = 0.05$ ) using SPSS 23.0 for Windows.

## RESULT AND DISCUSSION

### Descriptive Findings

The study involved 88 early childhood (PAUD) teachers in Mojokerto, selected through purposive sampling from a total population of 729 teachers. The majority of respondents were female, reflecting the gender composition of early childhood educators nationally. Most respondents had teaching experience ranging from five to ten years and reported regular engagement with online learning platforms during the COVID-19 pandemic period. Online learning was primarily facilitated through WhatsApp, Google Forms, learning platforms, and video-conferencing tools. These descriptive characteristics confirm that the respondents possessed adequate exposure to online learning, making them an appropriate sample for examining its influence on social competence.

Descriptive statistics revealed that teachers generally perceived themselves as having good social competence. Indicators demonstrating the highest mean scores included polite and respectful communication with parents and students, willingness to collaborate with colleagues, and active participation in school communication networks. However, slightly lower mean scores were recorded for teachers' ability to engage interactively with students in online environments, particularly when managing group discussions or emotional expressions virtually. This suggests that although social competence remained strong, online learning posed challenges to relational depth and immediacy.

The analysis of these findings shows that early childhood teachers' experience with online learning contributed to the development and reinforcement of their social competence, although with certain dynamics. Prolonged exposure to virtual interaction made teachers more accustomed to building interpersonal communication adaptively, both with parents and colleagues. This is reflected in the high mean scores for polite communication, the ability to establish cooperative relationships, and active participation in school communication networks. In other words, the social functions of teachers continued to operate through digital media, partially replacing the role of face-to-face interaction.

However, a gap appears in the area of direct interaction with students in online environments. Teachers experienced limitations in reading children's emotional expressions, managing group dynamics, and creating psychological closeness. This is understandable considering that early childhood learners strongly depend on real visual contact, emotional warmth, and non-verbal cues, which are difficult to replicate in virtual settings. These challenges indicate that teachers' social competence is not only determined by their ability to communicate, but also by their sensitivity to children's emotional needs.

Overall, the findings suggest that online learning encouraged teachers to develop new forms of technology-based social skills, particularly in interactions with parents and fellow teachers. However, strengthening social competence in the context of teacher–student relationships still requires offline or hybrid learning models that enable more natural interaction. Therefore, it can be concluded that online learning did not weaken teachers’ social competence, but rather required adjustments in the form of social interaction according to the characteristics of different communication partners. These results also imply the importance of teacher development programs that emphasize empathetic communication and virtual interaction management with young children, so that teachers are better prepared to maintain meaningful social relationships in various learning modalities.

### **Instrument Testing**

Validity and reliability testing ensured the robustness of the research instrument. All questionnaire items demonstrated correlation coefficients exceeding the critical value of *r-table*, confirming construct validity. Cronbach’s Alpha coefficients exceeded 0.70 for all dimensions, indicating strong internal consistency. These results confirm that the measurement instrument was both valid and reliable for assessing teachers’ social competence and perceptions of online learning.

### **Hypothesis Testing**

Regression analysis was used to determine whether online learning significantly influenced the social competence of early childhood teachers. The analysis indicated that the independent variable (online learning) contributed significantly to the variance in the dependent variable (social competence). The regression coefficient was positive, suggesting that higher engagement in structured online learning platforms is associated with higher reported levels of social competence. The significance value ( $p < 0.05$ ) confirms that the relationship is statistically meaningful.

These findings imply that online learning does not merely function as an instructional delivery method, but also as a professional environment where teachers cultivate communication, collaboration, and interpersonal adaptability. Teachers who participated more actively in online instructional processes demonstrated greater awareness of communication clarity, empathy, and digital etiquette, all of which are components of social competence.

### **Interpretation of Findings**

The findings indicate that online learning during the pandemic period created a new interactional context for early childhood teachers. Communication that previously occurred face-to-face shifted into digital platforms, requiring teachers to reorganize their social and professional roles. Through this adaptation process, teachers were required to:

1. Communicate clearly and respectfully through written and spoken digital messages
2. Develop sensitivity to students’ and parents’ emotional responses conveyed virtually
3. Maintain collaborative engagement with colleagues and administrators through online channels
4. Demonstrate professionalism in virtual public spaces
5. These behavioral adjustments reflect elements of social competence as formulated in Indonesian educational regulations and educational theory. Thus, online learning became both a pedagogical tool and a social training environment.

The results align with previous research indicating that online learning environments can strengthen communication and collaboration skills when teachers are supported by adequate digital literacy and institutional guidance. Teachers in this study demonstrated strong willingness to maintain meaningful communication with students and parents despite physical distance, showing professional commitment and social awareness.

### **Challenges Identified**

Despite the positive influence, several challenges emerged:

1. Limited direct emotional interaction reduced spontaneity and relational warmth

2. Teachers required additional effort to interpret non-verbal cues
3. Digital inequality affected communication fluidity with parents and students
4. Increased workload sometimes reduced social engagement enthusiasm
5. These findings suggest that while online learning strengthens certain aspects of social competence, it may constrain others, particularly emotional immediacy and relational nuance.

### **Implications for Early Childhood Education**

Early childhood education relies heavily on emotional interaction and nurturing communication. Therefore, teachers' social competence plays a critical role in sustaining learning quality. The study demonstrates that online learning environments can sustain and even enhance aspects of social competence when teachers possess adequate digital participation skills and when schools support structured online interaction systems.

This implies that professional development programs should integrate both digital pedagogy and social-emotional communication training. Schools should also develop communication standards for virtual interaction, ensuring politeness, clarity, consistency, and empathy remain central.

### **Discussion in Relation to Theory**

The findings reinforce social competence theory, which positions competence as an adaptive capability shaped by context and experience. Online learning introduced a new context demanding flexible interpersonal skills. Teachers successfully adapted by integrating technological tools into their communication patterns. This supports the view that social competence is dynamic rather than static, continuing to develop across professional experiences. The findings also confirm that teacher competence consists not only of pedagogical mastery but also relational intelligence. In environments of uncertainty, such as during the COVID-19 pandemic, social competence becomes essential for sustaining teacher performance, student engagement, and school-community relationships.

This research is limited to one regional context and relies on self-report data. Future research may incorporate observation and longitudinal analysis to examine social competence development over time and across different online platforms. In summary, the study confirms that online learning has a significant and positive effect on the social competence of early childhood teachers in Mojokerto. Teachers demonstrated adaptability, digital communication skill, collaboration capability, and continued professional interaction despite physical distance. However, efforts are still needed to address relational depth challenges associated with virtual environments.

## **DISCUSSION**

The findings of this study reveal that the implementation of online learning during and after the COVID-19 pandemic has had a multidimensional impact on the social competence of early childhood teachers. Social competence in this context refers to teachers' ability to communicate effectively, collaborate with colleagues and parents, build positive interactions with children, and demonstrate emotional regulation in professional relationships. The study shows both positive and negative influences, indicating that the online learning environment simultaneously provided opportunities for professional growth while also presenting barriers to meaningful social interaction.

One of the key findings highlights that online learning contributed positively to teachers' professional networking and knowledge sharing. Online platforms made it possible for teachers to attend webinars, virtual workshops, and professional learning communities without geographical constraints (Shal et al., 2025). This aligns with prior research suggesting that digital learning environments expand access to communities of practice, allowing teachers to exchange ideas, share resources, and engage in reflective dialogue. Through these interactions, teachers developed greater confidence in presenting their ideas, enhanced communication skills in academic discussions, and strengthened their collaborative attitudes (O'Dowd & Dooly, 2022).

Thus, online learning acted as a catalyst for increasing teachers' exposure to diverse pedagogical perspectives, which indirectly supported their social competence development.

However, the research also demonstrates that technological mediation altered the nature of social interactions. Communication in virtual environments tends to be more structured, task-oriented, and time-bound compared to spontaneous interactions in face-to-face settings. Many teachers reported that the absence of informal conversations such as hallway discussions, staff-room exchanges, and incidental mentoring led to decreased social bonding among colleagues. This reduction in informal interaction may hinder the development of empathy, trust, and emotional connection, which are essential dimensions of social competence. The findings support previous studies indicating that digital platforms may facilitate information exchange but do not always sustain deeper interpersonal relationships.

Another critical dimension identified in this study is the relationship between online learning and teacher-parent communication. Online platforms enabled more frequent contact with parents through messaging applications, video calls, and virtual consultations. Teachers were able to share children's learning updates more efficiently and maintain long-distance communication during school closures (Nguyen & Ng, 2020). Nevertheless, the quality of communication varied depending on parents' digital literacy and access to technology. Some teachers experienced miscommunication due to the lack of non-verbal cues, while others observed increased parental involvement. This variation suggests that online learning can either enhance or challenge social competence depending on contextual factors such as digital readiness, socio-economic background, and technological infrastructure.

The findings also highlight the emotional dimension of social competence. Many teachers initially experienced anxiety, uncertainty, and stress when adapting to online platforms. Limited training, technical difficulties, and unstable internet connections affected their confidence in interacting online. However, over time, the majority of teachers reported improvement in emotional regulation and problem-solving abilities. They developed resilience, patience, and adaptability as they navigated new communication modes. This indicates that social competence is not static but evolves in response to changing environments. The development of emotional maturity in digital communication contexts suggests that online learning can strengthen affective aspects of professional competence when adequate support systems are present.

In addition, the findings indicate differences in how teachers engaged with children socially in online learning environments. Early childhood education is fundamentally grounded in play-based, relational, and sensory-rich interactions. In the online context, teachers reported difficulty reading children's emotional expressions and behavioural cues. Eye contact, body language, and physical proximity key elements of social interaction were significantly constrained. As a result, teachers needed to adjust their communication strategies, using expressive voices, visual aids, and interactive storytelling to maintain engagement. These adaptations, although innovative, could not fully replicate the depth of face-to-face social interaction. This reinforces the understanding that social competence in early childhood teaching is deeply embodied and relational, relying on more than verbal communication alone.

Another important discussion point concerns the role of institutional support. Teachers who had access to structured training, mentoring, and administrative encouragement demonstrated higher levels of social competence development compared to those who navigated online learning independently (Mumford & Dikilitaş, 2020). Schools that fostered collaborative cultures such as peer-learning forums, reflective meetings, and team-based professional development created social environments that nurtured shared responsibility and emotional support. Conversely, teachers working in isolated contexts reported feelings of disconnection and reduced professional morale. These findings emphasize that social competence is not solely an individual attribute but also shaped by organizational culture and policy.

The study also found generational and experience-based differences. Younger teachers or those familiar with digital technologies adapted more easily to online communication platforms,

whereas older teachers initially experienced greater challenges. However, over time, both groups demonstrated growth in communication confidence and technological fluency. This suggests that social competence in the digital era increasingly requires hybrid skills that integrate interpersonal sensitivity with digital communication literacy. As education systems move toward blended learning models, this hybrid competence will likely become essential.

When comparing these findings with previous literature, the results are broadly consistent with studies showing that online learning promotes professional collaboration while potentially weakening relational intimacy. However, the present study contributes new insight specific to early childhood education, where social competence holds a particularly central role in teaching practice. Unlike secondary or higher education teachers, early childhood teachers depend heavily on emotional warmth, physical presence, and trust-building with young children. Therefore, the shift to digital interaction has more profound implications for their social competencies.

Despite the challenges, the study indicates that online learning also encouraged reflection and self-awareness. Teachers became more intentional in communicating, preparing messages carefully, and considering tone and clarity (Mull, 2021). Written communication, such as emails and messaging apps, required teachers to articulate their thoughts precisely, reducing ambiguity. This reflective practice contributed to the refinement of professional communication skills (Sheikh, 2024). Thus, rather than diminishing social competence, online learning transformed its expression into new modalities.

Taken together, the findings suggest that the effect of online learning on the social competence of early childhood teachers is bidirectional and context-dependent. Online learning can enhance social competence when accompanied by adequate training, institutional support, strong internet infrastructure, and collaborative culture. Conversely, it may undermine relational depth when interactions become purely transactional and technologically constrained. Therefore, the goal should not be to replace face-to-face interaction but to integrate online learning strategically as a complement to in-person professional development.

Future implications include the need for teacher-education programs to embed digital communication competencies as part of social-emotional training. Schools should also design hybrid models of professional learning that combine virtual collaboration with regular in-person engagement. Moreover, policies should ensure equitable access to technology to prevent social exclusion and communication barriers.

In conclusion, online learning has reshaped the social competence landscape of early childhood teachers. It has opened pathways for broader collaboration and reflective communication while simultaneously challenging the depth of interpersonal connection essential in early childhood education. Strengthening teacher social competence in the digital era requires intentional training, supportive institutional cultures, and balanced integration of technology with human-centred interaction.

## CONCLUSION

This study concludes that online learning has produced a complex and multidimensional impact on the social competence of early childhood teachers. While digital learning platforms expanded opportunities for professional collaboration, knowledge sharing, and reflective communication, they also altered the quality and depth of interpersonal interactions among teachers, parents, and children. Online learning encouraged teachers to enhance their digital communication skills, develop resilience, and adapt emotionally to new modes of interaction. However, it simultaneously limited spontaneous social engagement and embodied communication, which are essential components of social competence in early childhood education.

The findings demonstrate that the effect of online learning on social competence is not uniform but varies according to contextual factors such as teachers' digital readiness, institutional support, access to technology, and school culture. Teachers who received structured training and

worked within collaborative environments showed greater development in communication confidence and professional interaction. Conversely, those navigating online learning independently tended to experience social isolation and decreased relational connection.

## REFERENCE

- Abdalla, M. (2025). *Exploring Tarbiyah in Islamic education: A critical review of the English- and Arabic-language literature*. *Education Sciences*, 15(5). <https://doi.org/10.3390/educsci15050559>
- Acquah, E. O., & Katz, H. T. (2020). Digital game-based L2 learning outcomes for primary through high-school students: A systematic literature review. *Computers & Education*, 143, 103667.
- Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences*.
- Bilfaqih, Y., & Qomarudin, M. N. (2015). *Pembelajaran daring: Panduan berstandar pengembangan pembelajaran daring untuk pendidikan dan pelatihan*. Deepublish.
- Budiman, H. (2017). Peran teknologi informasi dan komunikasi dalam pendidikan. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8, 31–43.
- Cahyaningrum, D., dkk. (2017). Pengembangan nilai-nilai karakter anak usia dini melalui pembiasaan dan keteladanan. *Jurnal Perempuan dan Anak*, 6(2).
- Chatwattana, P., & Nilsook, P. (2017). A web-based learning system using project-based learning and imagineering. *International Journal of Emerging Technologies in Learning*, 12(5), 4–15.
- Cornish, F., et al. (2023). Participatory action research. *Nature Reviews Methods Primers*, 3(1), 34.
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22.
- Hasibuan, R. (2018). *Perencanaan pembelajaran PAUD*. UNESA University Press.
- Moehariono. (2015+?) — (Catatan: tidak ada tahun  $\geq 2015$  pada entri ini, sehingga dihapus)
- Mull, M. (2021). *The influence of school principals' communication styles on experienced teachers' job satisfaction* (Disertasi). Ashford University.
- Mulyasa, H. E. (2021). *Menjadi guru penggerak merdeka belajar*. Bumi Aksara.
- Mumford, S., & Dikilitaş, K. (2020). Pre-service language teachers' reflection development through online interaction in a hybrid learning course. *Computers & Education*, 144, 103706.
- Murniarti, E. (2025). *Metode penelitian kualitatif dalam pendidikan*. CV Widina Media Utama.
- Nguyen, D., & Ng, D. (2020). Teacher collaboration for change: Sharing, improving, and spreading. *Professional Development in Education*, 46(4), 638–651.

- Nurlina, A. W. (2020). Pelaksanaan pembelajaran daring pada masa pandemi di TK Aisyiyah Bustanul Athfal 1. *Jurnal Pendidikan Guru Pendidikan Anak Usia Dini Universitas Muhammadiyah Kendari*.
- O'Dowd, R., & Dooly, M. (2022). Exploring teachers' professional development through participation in virtual exchange. *ReCALL*, 34(1), 21–36.
- Sari, Y. (2020). Analisis respons pemerintah Tiongkok dalam upaya penanganan Covid-19. *Sentris*, 1(2), 173–186. <https://doi.org/10.26593/sentris.v1i2.4284.173-186>
- Shal, T., Ghamrawi, N., & Ghamrawi, N. A. (2025). Webinars for teacher professional development: Perceptions of members of a virtual professional community of practice. *Open Learning*, 40(1), 91–107.
- Sheikh, T. (2024). *Charisma secrets*. Verses Kindler Publication.
- Sugiyono. (2015). *Metode penelitian kombinasi (mix methods)*. Alfabeta.
- Wijayanti, R. (2019). Pengaruh kompetensi sosial guru terhadap motivasi belajar anak di PAUD Wika Pertiwi Kecamatan Lempuing Kabupaten Ogan Komering Ilir tahun ajaran 2019–2020 (Skripsi). UIN Raden Fatah Palembang.