Development of social skill training design for preschool in social distancing pandemic COVID-19

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ABSTRACT

Introduction: The low level of social skills during the social distancing period triggers high levels of aggression in children. Teachers and parents find teaching difficult because of their limited knowledge and the pandemic situation. Therefore, teachers and parents must be trained to develop children’s social skills proportionally. Training children’s social skills should be done face-to-face because it is related to the ability to modify behaviour. Of course, this cannot be done, so it is necessary to design training designs in such a way as to deliver digital-based learning, namely virtual learning. This research aims to develop a social skills training design for preschools during the social distancing pandemic of COVID-19.

Methods: The research method using Research and Development (R&D) refers to the ADDIE research development model: analysis, design, development, implementation, and evaluation, which aims to produce an effective training design to develop early childhood social skills for teachers and parents through digital-based learning, namely virtual learning.

Results: The design has been tested and validated by 3 experts; experts in the field of character education, linguists, and experts in educational technology both quantitatively and qualitatively and has met the acceptability criteria. Therefore, design training has proved effective in improving the competence of teachers and parents in developing the social skills of children ages early during social distancing. These results can be seen from the activities of the trainers and trainees on the implementation of the training in the very good category, said to be practically based on the positive responses of the trainees (teachers and parents) in the very good category, can increase the knowledge and competence of participants based on the results of the learning evaluation.

Conclusion: The design training has proved effective in improving the competence of teachers and parents in developing the social skills of children ages early during social distancing.

Keywords: social skills training design, early childhood, pandemic.

INTRODUCTION

Since the end of 2019, the world has been shocked by the emergence of Corona Virus Disease 19, often known as COVID-19, in Wuhan, China. COVID-19 has paralyzed human life in various sectors, from the economic sector to the education sector.1,2 This virus began entering Indonesia in early 2020 and spread massively in March 2020. From the cases that emerged, the Indonesian government took many policies to break the chain of the spread of COVID-19. The government decided to do a regional lockdown, stopping all activities outside the home, including the school learning process.3–5

The Minister of Education and Culture of the Republic of Indonesia, through Circular Letter number 4 of 2020, ordered the implementation of learning during the COVID-19 emergency to be carried out remotely or online learning.6 This policy forced teachers and students to work and study from home from the early childhood education programs to tertiary levels. Of course, this learning change affects the interaction pattern between students and students, students with teachers and children with parents. Since the study-from-home policy was implemented, the role of parents has increased. People older are required to apply the pattern of parenting that is good in assisting children for almost 24 hours.7–9

Consciously or unconsciously, parenting has tended to focus on care, guidance, and fundamental skills, such as the attitude of obeying commands of religion and demands to behave well according to normal habits. In contrast, the responsibility for academic education is transferred to educational institutions.8–10 Most parents tend to only focus on the completeness of facilities and feel that when children enter educational institutions, parents no longer have the responsibility to educate their children. The actual implementation of education is not only the responsibility of the institution. However, it is the responsibility of parents and the surrounding community.11

The COVID-19 pandemic situation has changed everything. At present, the role of parents becomes the main cause in creating happiness and success for a child. Various forms of parenting will certainly have implications for the formation of children’s character.6 Parents who incidentally are the closest environment
for children, all their behavior will be observed and even imitated by the child themselves. The treatment of parents to children will affect the attitudes and behavior of children. The conditions of parenting and communication in the family have both positive and negative impacts on children’s development. If the child is often criticized, the child will learn to easily blame the other. If the child often gets insulted, the child will grow personally shy. If children get tolerance, children learn to be private and patient. So also, if a child lives with praise, the child will develop self-respect.13

The policy of learning from home positively provides plenty of time between children and parents to interact with each other and get to know family members better. Where it is not direct, policy learning and working from home have to restore the family function as the center of all activities and the main place of education for children. However, on the other hand, in assisting children to learn online, some parents have difficulty directing their children to study, so parents tend to experience stress, especially a housewife who suddenly must accompany her children to study with all the trouble. In addition, a child can also experience academic stress due to the many pressures related to various demands for school assignments. Suppose stressful situations from both parents and children continue to occur. In that case, it is very vulnerable to parenting stress, which ultimately causes a decline in the quality and effectiveness of parenting behavior, such as decreasing the warmth of parenting behavior and increasingly harsh discipline. Of course, this will affect the increase in emotional and behavioral problems in children.13

Educational purposes for children aged early are related to aspects of behavior, while many cases of children with behavioral disorders. Types of cases that developed in Indonesia during January-14 July 2020, during the COVID-19 pandemic, 736 parents and family members committed violence against children. Data from Indonesian vision vehicle regarding the rapid assessment study of the impact of COVID-19 and its effect on Indonesian children stated that 33.8 percent of children experienced verbal violence by their parents while at home. Behaviors involving verbal violence against children include increasing the voice volume in the form of shouting, yelling, or throwing tantrums. In addition, threatening children, criticizing, mocking, and also blaming children for every mistake are also included in this behavior.6,14

While 5 to 9 years, there are 739 cases. At the age of 10-15 years, there are 627 cases. Other immoral cases that are rampant lately are cases of violence between children. Children easily commit acts of violence. In the above examples, children tend to imitate, imitate what they see and exemplify their environment so that perpetrators can also engage in aggressiveness between children, behave disrespectfully, and oppose the authority of parents and other adults. Children with deviant behavior problems later become antisocial adults after adulthood tend to be involved with criminal acts. The emergence of several cases of children is an indication of failure to achieve educational goals.6,14

Moving on from the above phenomenon, there is a strong relationship between the cultivation of social behavior and social skills with glue early education needs to be done together. Planting of social behavior in children can be initiated through the curriculum in educational institutions ages prematurely. The role of educators is very large in stimulating children's behavior. Education of children aged early (ECD) is a huge investment for families and the nation. Our children are the next generation of the family and, at the same time, the nation's next generation. The development of values and social skills should be one of the goals of education, especially in early childhood education programs.11

Meanwhile, there is a tendency for educators to ignore the development of social values in education, especially in learning content, resulting in the erosion of social skills. Education in early childhood education programs contributes to children's social responsibility to foster care, loyalty, tolerance, empathy, discipline, and responsibility. Social skills can be developed in early childhood education programs to provide children with provisions to establish a balanced relationship with their peers. A balanced friendship relationship can be obtained if the child has self-confidence and can face various problems and find solutions. Social skills developed in early childhood education programs function to obtain good relationships in interacting with others. The more often children hang out and have much direct experience with many social situations, the more social skills will help in children's cognitive, social, and emotional development. However, during distance learning, teachers have difficulty teaching children's social skills as part of character learning. Meanwhile, parents do not know how to develop social skills while at home because of limited knowledge and the complexity of the tasks and problems of parents during the pandemic. Therefore, school teachers must be trained to develop social skills during online learning, and parents must be trained to develop social skills at home with limited understanding.3,15,16

The purpose of this research is to develop a social skills training design for preschools in the social distancing pandemic of COVID-19.

METHOD

Study Design

This type of research is Research and Development (R&D). Research and development methods are methods used to produce certain products and test the effectiveness of certain products. Richey and Nelson define development research as a systematic study of the design, development and evaluation of programs, processes and learning products that must meet the criteria of validity, practicality, and effectiveness.

The development model used is an adaptation of the ADDIE (Analysis-Design-Development-Implementation-Evaluation) model developed by Reiser and Molenda. The ADDIE development model aims to design a learning system that is implemented in the form of a valid, practical, and effective training design. This model consists of five stages of development, namely 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation.

The product produced in this development research is the design of
social skills training for early childhood to train teachers and parents in developing social skills during the implementation of distance learning. The reason for choosing the ADDIE model is because this model is system-oriented, namely a learning design model to produce a learning system that has a wide scope, such as the design of a training system and school curriculum, so the authors assume that the ADDIE model is appropriate to be used in developing the design of early childhood social skills training.

Phase I is a preparatory phase consisting of two main activities: (1) conducting initial research and collecting data related to low social skills in early childhood during a pandemic studied theoretically by sharing literature and results. Conducting research, planning which contains activities to formulate research activity designs, research objectives, benefits, research steps, designs regarding parties to be involved in research and designing social skills scale instruments to measure the level of early childhood social skills at the same time to find out the need for the product being developed; (2) the implementation which consists of the preparation of the initial development product which contains the activities of compiling the product content grid; determining the product design, manufacturing the product to producing a rough product draft consisting of a training design guide book for teachers and parents; digital media video training for teachers and parents; material book for guidance in the implementation of training.

After a rough draft of the finished product, an expert trial that produces a numerical rating scale and a descriptive assessment is carried out. The results of the expert test assessment are used as a basis for product improvement. After being repaired, the product is tested by prospective users, namely teachers and parents, who also produce a numerical scale assessment and descriptive assessment. The results of the assessment from the counselor are used as a basis for consideration for product improvement.

The data obtained in this research trial are in the form of a numerical scale (quantitative) and a descriptive assessment in the form of suggestions and comments related to the product (qualitative). Items based on the agreement of the appraiser are subject to the rating scale for the aspects of usability, attractiveness, accuracy, and appropriateness of the product.

This study was limited to designing children's social skills training for parents and teachers. The development stage only reached the stage of limited-scale field trials and product revisions. In addition, the validation of expert tests and limited-scale field trials is sufficient to determine the acceptability criteria of the developed training design, namely usability, feasibility, accuracy, and appropriateness. To arrive at the next stage, namely dissemination and implementation, further research can be carried out.

Sample of the Study
Sample of this research are parents, early childhood education teacher, training instructor.

Instrument and Procedures
The trial instrument used is both quantitative and qualitative. Quantitative instruments were analyzed using the inter-rater-agreement technique because the number of test subjects was more than two people. While the trial data which is qualitative in nature is analyzed descriptively. The results of the expert test are presented in table 1, the data for the results of trials on potential users of the product are presented in table 2, the qualitative data of trials on experts and prospective users are presented in table 3 and table 4.

Quantitative test instrument to measure: (a) the acceptability of training guides from experts is seen from 2 aspects: the usability aspect and the feasibility aspect; (b) effectiveness of the training design of the training participants: Parents and early childhood education teachers; (c) qualitative test instrument to measure; (d) the acceptability of training guides from experts is seen from 2 aspects: the usability aspect and the feasibility aspect; (e) effectiveness of the training design of for the trainees, namely parents and early childhood education teachers.

The data were collected through a questionnaire with the following rating levels: very (4), good (4), good (3), not good (2), bad (1). To give meaning to the percentage figures from the expert assessment questionnaires and small-scale field tests, qualitative assessment criteria are used to benchmark whether there is a revision. Then to see the feasibility and design revision criteria, use the following criteria: 81% - 100% (very good, no revision needed), 66% - 80% (good, no need to revise), 56% - 65% (not good, need to be revised), 0% - 55% (bad, needs revision).

Data Analysis
This research has only arrived at the development of the design of children's social skills training for parents and early childhood teachers and the stage of small-scale field trials and revision of the training design. In addition, the validation of expert tests and small-scale field trials is sufficient to determine the acceptability criteria of the training design by looking at the usability, feasibility, accuracy, and appropriateness so that the data analysis used is the percentage technique.

RESULTS
This research was carried out during the COVID-19 pandemic to provide benefits for parents and early childhood educators in developing children's social skills proportionally.

The stages carried out in this development research will be described as follows:
1. Perform problem identification and needs analysis

At this stage, an empirical assessment of the design development of early childhood social skills training is carried out through the distribution of questionnaires to some kindergarten teachers in the city of Surabaya, as well as some Early Childhood Education Programs.

a. Early Childhood Education Program Institution managers.

The analysis results show that teachers have difficulty teaching children's social skills, which are part of character learning during the distance learning period. In addition, not all teachers can teach and develop social skills
proportionally. The teachers also said that some webinars held during this pandemic are still only useful for achieving cognitive domains.

b. Parents of early childhood students in the city of Surabaya. From the analysis results, it was stated that there was an increase in the child's verbal and nonverbal aggressiveness. Parents also experience difficulties in developing children's social skills at home. Their reason is that the pandemic period has limited activities for social interaction. In addition, parents assume that teaching social skills and character education is the task of teachers in schools, and they feel they cannot teach them. Furthermore, the parents considered that the learning provided by the teacher during the distance learning was still limited to achieving academic targets, not yet touching the realm of character learning.

The results of the analysis indicate that there is a need for training to assist teachers and parents of early childhood in developing aspects of children's social skills during the distance learning period. So that students can grow and develop well physically, morally, emotionally, and socially even during social distancing. The analysis results are used as guidelines in developing the design of early childhood social skills training for parents and teachers. In addition, the activities carried out by researchers at this stage are: (1) examine concepts and theories about self-efficacy, (2) reviewing previous research like this research.

2. Early Product Development

At this stage, researchers design training designs based on needs analysis. The training design developed in this study consisted of setting training objectives, training targets, program implementation, classification of participants, instructors, time & place of activity, and learning evaluation in training. The steps in making a training and development design are as follows:

a. Program Objectives
Participants are expected to be able to increase competence in developing social skills for early childhood during the social distancing period proportionately and optimally.

b. Program Target
After participating in the training program, among others: (1) participants are expected to be able to develop 4 main topics of social skills by paying attention to the age of the child (2) Participants can develop learning strategies for developing social skills for early childhood using the Structure Learning Approach (SLA) approach to overcome aggressive child behavior and other maladaptive behaviors because of the pandemic effectively. (3) Participants can use audio-visual media in developing social skills as learning media that is adapted and integrated with themes in the curriculum, ranging from daily learning themes and weekly learning themes to semester learning themes. (4) Can develop positive and effective parenting qualities as part of the SLA approach through modeling, role-playing fun, game learning-story telling, feedback, transfer of training, and instructions.

c. Program Implementation.
1) Pre-Class Based
Participants are given the task of completing the initial task through virtual learning related to the learning module through reading introductory learning module materials that will be used as a discussion during virtual learning.

2) In Class Based
At this stage, virtual learning is carried out using the Zoom cloud meeting application. With a maximum number of 20 participants, plus instructors and observers. Time Training Module, carried out in 4 virtual sessions. The learning method used is constructive learning, which is active learning that involves the meaning of learning activities in each training session based on the experience of participants following the theme and strategic goals of social skills indicators.

The implementation of activities in 4 virtual class sessions are as follows:

a) Program Materials and Schedule
Programs that include pre-class are as follows: (1) introduction to social skill concept, (2) be a wise parent, (3) digital literacy for early childhood, (4) social thinking learning. Virtual learning class consists of the following: Session 1 (Basic Social Interaction Skills), Session 2 (Expressing Feelings Skills), Session 3 (Social Relationship Skills), Session 4 (Conflict Management Skills). Simulation modeling consists of the following: role playing, storytelling, in-out fun game learning, traditional game, feedback, transfer of training, specific instruction on social skills. Tools to apply include use video, virtual learning laboratory, flash cards, expression board, emotions poster, sing a song. Post class based include giving the task of developing social skills learning to participants, parents of students collaborating with teachers.

b) The method of delivering training materials used is constructive learning, which includes: (1) Lecturing in virtual class sessions which deliver material by instructors through virtual classes using zoom cloud meetings. (2) Case study and simulation. In each session, participants were given a learning simulation that was adjusted to the topic indicators per session and was faced with a case
Table 1. Results of Expert Test Quantitative Data with the Percentage of Agreement Technique.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Character Educator</th>
<th>Linguist</th>
<th>Media</th>
<th>%</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product usability for users</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>76.7%</td>
<td>High</td>
</tr>
<tr>
<td>Use of product engineering interventions</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>86.7%</td>
<td>Very High</td>
</tr>
<tr>
<td>Attractiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product outer packaging</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>76.7%</td>
<td>High</td>
</tr>
<tr>
<td>Product content</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>76.7%</td>
<td>High</td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy of product presence</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>66.7%</td>
<td>High</td>
</tr>
<tr>
<td>Accuracy of product activity design</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>Very High</td>
</tr>
<tr>
<td>The accuracy of the contents of the material book for user</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>86%</td>
<td>Very High</td>
</tr>
<tr>
<td>The accuracy of the use of language on the product</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>86.7%</td>
<td>Very High</td>
</tr>
<tr>
<td>The accuracy of technical intervention on the product</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>76.7%</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 2. Results of User Candidate Test Quantitative Data with the Percentage of Agreement Technique.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Character Educator</th>
<th>Linguist</th>
<th>Media</th>
<th>%</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product usability for users</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>100%</td>
<td>High</td>
</tr>
<tr>
<td>Use of product engineering interventions</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>86.7%</td>
<td>Very High</td>
</tr>
<tr>
<td>Attractiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product outer packaging</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>76.7%</td>
<td>High</td>
</tr>
<tr>
<td>Product content</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>76.7%</td>
<td>High</td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy of product presence</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>66.7%</td>
<td>High</td>
</tr>
<tr>
<td>Accuracy of product activity design</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>76%</td>
<td>Very High</td>
</tr>
<tr>
<td>The accuracy of the contents of the material book for user</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>86%</td>
<td>Very High</td>
</tr>
<tr>
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<td>4</td>
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</tr>
<tr>
<td>The accuracy of technical intervention on the product</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>66.7%</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 3. Results of Expert Test Qualitative Data on Products with Descriptive Analysis.

<table>
<thead>
<tr>
<th>Repair Suggestions Before Revision</th>
<th>Character Educator Expert</th>
<th>Linguist</th>
<th>Media</th>
<th>%</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training videos should be neutral</td>
<td>There are certain religious elements in the video</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take advantage of the traditional game theme</td>
<td>Too many foreign video games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add feedback at the end of each training session</td>
<td>There is no feedback on every training session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Linguist</strong></td>
<td>A lot of foreign words, trainees may be ordinary people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid foreign languages or words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editorial attention again lots of typing/writing errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Media Expert</strong></td>
<td>Changing the paper type/F5 and margin size. The content page layout of the student material book is too dense/full for A5 paper size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvements to the layout of the training manual content page</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rearrange the title writing on the cover</td>
<td>The title is too big and fills the cover</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

that occurred both at home and school during learning. Then participants will carry out activities based on instructions from instructors and organizers to solve their problems. (3) Group discussion. Participants discuss a problem topic guided by the instructor. At this stage, participants discuss according to their respective groups. This grouping is shifted to the break-out feature provided in the Zoom application. The organizer facilitates this distribution. (4) Direct coaching. This method is given to participants directly by the instructor if things...
Table 4. Results of Qualitative Data Test of Prospective Users: Parents and Early Childhood Education Teachers.

<table>
<thead>
<tr>
<th>Repair Suggestions Before Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Use theme fonts for writing children's books</td>
</tr>
<tr>
<td>Use short sentences because this book is only a guide, not a textbook</td>
</tr>
<tr>
<td>Parent</td>
</tr>
<tr>
<td>Foreign language videos should use Indonesian dubbers</td>
</tr>
<tr>
<td>Use theme fonts for writing children's books</td>
</tr>
</tbody>
</table>

are not effectively done by the participants during the implementation of the training program so that they can be implemented at that time. (5) Inspiring other. This method is implemented after the simulation is given. Inspiring others is a session of sharing learning experiences on the material given in the previous session on the results of the assignments that have been carried out. Participants are expected to be able to collaborate on various knowledge and skills possessed to deal with different situations with the same problem or issue. (6) Assignment learning project. The implementation of this program focuses on the Assignment Learning Project delivered by the instructor at the end of each session. The aim is to improve the participants' understanding and skills of the material that has been delivered. Furthermore, the instructor will review the results of the lessons learned by the participants during the training at the next meeting.

c) Participant Classification
Parents and early childhood education teachers followed participants in the training program.
d) Instructor Classification
The trainers in this training are competent experts in character education.
e) Preparing evaluation
Prepare an evaluation of the effectiveness of the training results with the participants' ability by comparing the participants' assessments before and after the training was carried out.

3. Expert Validity Test
This validation process will measure the percentage of acceptability criteria based on usability, feasibility, accuracy, and propriety. Therefore, the assessment instrument that had been made previously was given to three types of experts: character education experts, media experts, and linguists.
The overall product of this research is the development of a design for early childhood social skills training, including a manual designed to implement social skills training to reduce aggressive behavior in early childhood. The manual outlines 3 parts, namely, part I reviews the background and objectives of the training, and part II is a general guide that reviews the steps the instructor must prepare before training, including the media used during training. Training and part III are a training procedure that outlines the specific implementation formulation of the activities that the instructor will carry out at each meeting in training, the skill targets that the participants must achieve, the use of SLA strategies through virtual learning with modeling, role playing storytelling, fun game learning in and out the door, transfer of training, providing feedback and instructions. Part III is also designed regarding the work design of participants and the delivery of training materials by applying the CL method, which is to make participants active during training so that participants not only know and understand the training material but also form a skill on how to develop learning materials with 4 target abilities in social skills indicators: Basic interaction social skills, Expressing Feelings Skills, Social Relationship Skills, Conflict Management Skills.

4. Limited Scale Field Trials
Field trials on a limited scale were carried out in one school, namely Nurul Hidayah Kindergarten. To determine the effectiveness of the design of social skills training in reducing aggressive behavior in early childhood during a pandemic, it is done by analyzing the results of the pretest and posttest.

DISCUSSION
Work systems and learning systems through online or if there are services must manually implement the COVID-19 prevention protocol by measuring temperature, providing a place to wash hands or hand sanitizer and physical distancing. In order to meet these challenges, social security insurance makes it happen by forming a learning organization (learning organization) with utilize a strong understanding on the use of digital technology or internet as well understanding of time management at work (time management). In making it happen, support from training designers is needed in implementing it learning instructional design.

According to Rothwell et al, Virtual Group Learning for communicate, share information and presentations, and collect and analyze data. Although video conferencing can be used to complete this task, the Web is usually more cost-effective and direct. However, with media convergence and network capabilities enhancement, users can conduct web meetings and use video conferencing or other devices seamlessly via the internet without interrupting the meeting. There are three types of meetings Virtual Web (1) Web Collaboration, (2) Web Conference; and (3) Webcasts.
Online learning is the implementation of learning classes in the network to reach massive and broad target groups, so that online learning can be held anywhere and attended for free or paid. In addition, online learning utilizes internet networks in the learning process and provides effective learning methods such as practicing with feedback, combining collaborative activities with independent learning, personalizing learning based on children’s needs using simulations and games. 14 Online learning or the application of e-learning in early childhood education has become a practical solution to the problem at hand. Online learning has benefits such as building communication and discussion between teachers and children, children interacting and discussing with one another, making it easier for children to interact with teachers and parents, the right means to see children’s development through parent reports with the aim that parents can see direct development, teachers can easily provide material to children in the form of images, videos, and audio that parents can download directly, and make it easier for teachers to make material anywhere and anytime. 15,16,18,19

According to Almarzooq stated that online learning can be carried out innovatively during the COVID-19 pandemic, namely using programs that improvise with new technology, namely zoom or using a smartphone application, namely WhatsApp. 11 The advantages of online learning are that it provides effective learning methods for children, there is direct interaction or feedback, besides that learning is based on children’s needs. For this reason, teacher readiness is very important in preparing learning needs. For this reason, teacher readiness is important because the teacher is very important in preparing learning needs. For this reason, teacher readiness besides that learning is based on children’s needs using simulations and games. This readiness includes learning plans, learning materials to be delivered, learning media, arranging online learning schedules, and others. 20

**CONCLUSION**

Based on this explanation, it can be concluded that design training has proved effective in improving the competence of teachers and parents in developing the social skills of children ages early during social distancing. These results can be seen from the activities of the trainers and trainees on the implementation of the training in the very good category, said to be practically based on the positive responses of the trainees (teachers and parents) in the very good category, can increase the knowledge and competence of participants based on the results of the learning evaluation. Further studies are needed to evaluate more deeply the factors that influence the development of social skill training design for preschool in social distancing pandemic COVID-19.

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**Conflict of Interest**

No potential conflict of interest relevant to this article was reported.

**Author Contribution**

All authors similarly contribute to the think about from the investigate concepts, information acquisitions, information investigation, factual investigations, changing the paper, until detailing the consideration comes about through publication.

**Ethical Consideration**

Ethical approval was obtained from The Health Research Ethics Committee of Universitas Negeri Malang (No.115/EC-KEP-UM/VII/2021).

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