Digital Teaching and Children's Engagement in Play During Emergency Remote Teaching in Indonesia Early Childhood Education Context

Athifah Utami, Universidad de Cordoba, Spain

Abstract

The implementation of an emergency remote teaching has been informed to be quite successful in some level of educations such as in primary and secondary (Rasmitadila et al., 2020), however, it seems to be a challenge for an early- stage education to conduct the learning which previously is done in a physical setting. This study aims to get deeper understanding the phenomenon of emergency remote teaching and the innovations made to and with incorporating play in the classroom to meet the needs of 'play as the nature of learning' for the children in ECE context through teacher's perspectives and practices. A qualitative phenomenological approach was employed to explore teachers lived experienced during emergency remote teaching in five provinces in Indonesia (indicated as red zone as per data August 2020 by WHO, 2020). Semi-structured interviews was conducted with 10 to 20 teachers from the aforementioned regions. The data was organized and analysed using inductive data analysis based on individual textural and structural organization, and further synthesis a textural and structural meanings and essence (Moustaka, 1994). The findings showed that teachers agreed that selecting, choosing, and using certain media in preparing, designing, and delivering the materials or activities as well as doing assessment have become a dynamic process. Both assessment and learning support are closely related to parent's involvement. Overall, teachers explained that in incorporating play into the remote learning, teachers should consider some aspects, and involve parents in designing the activities and deciding the used of materials.

Keywords: Digital Learning, Digital Play, Emergency Remote Teaching, Digital Games-Based Learning, Early Childhood Education (ECE), Phenomenological Study, And Indonesia

Introduction

Schools are one of many entities that have been influenced by the presence of world pandemic COVID-19. The change of learning and teaching mode has been reformed from face-to-face to an emergency remote setting. The changes are made to support the continuation of school during the pandemic, not to leave any child behind as much as possible in every stage of education, from early education to higher education (Nations, 2020). The implementation of an emergency remote teaching has been informed to be quite successful in some level of educations such as in primary and secondary education (Rasmitadila et al., 2020). However, it seems to be a challenge for an early-stage education to conduct the learning which previously is done in a physical setting.

Additionally, as the nature of children in early ages are learning by playing in physical and sometime in non-physical settings, involved social interactions, identifying peer's facial expression, and other kinesthetic aspects. The situation of online learning may broadly effect on this nature of learning (Parker & Thomsen, 2019). Therefore, in most of the cases, changes and adaptations have been made throughout the online learning process, especially in Early Childhood Education (ECE) context. From physical play and learning to digital play and learning, for the purpose of accommodating the needs of children in learning as well as to continue their developmental progress during the process. Previous studies (Skolverket: Swedish National Agency for Education, 2010; Finland Ministry of Social Affairs and Health, 2004; England Department for Education, 2012; in Moore et al., 2014) presented that some of ECE curriculums separately put the discussion of play as a main part of pedagogical aspect in ECE learning, and technology as a medium of communication and output in the learning process.

An issue with the current studies regarding digital technology integration and early years learning lay in the predominant focus of teacher's attitudes and beliefs in using it during their practices. Whereas an essential aspect of meaningful children's play and learning experience derive from the curriculum has been seen lack of getting enough attention from scholars (Edwards, 2015). Therefore, there is the urgency to acquire a comprehensive understanding of both digital learning and play-based learning in ECE. Previous studies mentioned that the ideal practice of playful learning environment has at least four features; 1) voluntary involvement from children, 2) intrinsically motivating and pleasurable for its own sake, 3) it involves certain level of physical engagement, and 4) expose the process of meaning-making experience. Hence, by making sure the aforementioned features, the learning would be more meaningful for children (Randolph & Domus Print, 2007); Saracho & Saracho, 2020; Parker & Thomsen, 2019).

As one of the developing countries in Southeast Asia, with more than 200 million population and its multicultural characteristics, as well as with the expansion program of ECE services throughout the country. It is considerably important to know the implementation of emergency remote teaching in Indonesia ECE context. Some studies regarding emergency remote teaching in Indonesia ECE were mainly focus on the discussion of challenges conducting online teaching in regard of facilities, the teaching strategies in online teaching and learning, as well as teachers-parents shared work in children's learning (Gusman, 2020; Nirmala & Annuar, 2020; Nurdin & Anhusadar, 2020; Setyana Hutami et al., 2020; Suhendro, 2020). However, there has not been much focus on how the emergency digital remote teaching incorporate play and digital play/game in their context. As it seems to be challenging to integrate play into ECE system (in the national level) because there has been

shortage of recognition in the importance of play as a basis of academic principles. this study is not focusing on the measurement or evaluation of play-based learning, yet, but aims to get deeper understanding the phenomenon of digital emergency remote teaching and children's engagement in play-based learning during the lesson through teacher's perceptions. Furthermore, the findings of this study may be one of the steppingstones in getting more comprehensive about play-based learning implementation in Indonesia.

This study aims to explore the following research questions to understand thoroughly from the context of Indonesia regarding the adaptation of teaching and learning in Early Childhood Education (ECE) during emergency remote teaching based on teacher's perceptions:

1. What are teacher's perceptions on digital emergency remote teaching in Indonesia?
2. What are teacher's perceptions in incorporating play in their digital remote teaching practices?
3. How do teachers incorporate play and games during digital emergency remote teaching?
4. How do children engage in play-based learning activities during the digital emergency remote teaching?
5. What are the challenges and opportunities in the digital emergency remote teaching according to teacher's perceptions?

Theoretical Framework

The Role of Play in Ece: Structured Play and Free Play

The main characteristics of play are meaningful (as during play children try to connect information from what they just experienced to something they have already known), joyful (an overall process of thrill and stress, when it comes to rules and losing, the enjoyment is the central sense of experience), engaging (play expands and requires children to actively engaged), iterative (as play and learning are not two statis state, it circle up from finding, experimenting, confirming, and back to experiment to deeper the understanding toward particular things or new facts), and socially interactive (communicating and exchanging ideas during play are avoidable and children experience that) (Saracho, 2020, p.7). To get children go from learning to deeper learning experience, children need to experience playful learning experience, the key features are joy and interest. A study explained that joy has strong relation to motivation, derived from the concepts of grit and mindset. In a case when a person is sad or in a low bottom of their life, they may be actively being productive.

In ECE context, from free play to instructed activities or structured play aim to optimally promote learning, growing, and thriving (Pellegrini, Dupuis, & Smith, 2007 in Zosh et.al., 2017). However, when it comes to structured activities or extensively adults-led activities, the children's agency needs to be considered. The adults-children shared control is crucial to encourage children in taking initiative, yet adult's presence is to support the activities by not to give full control but to ensure that children play active role in taking decisions and solving problems. Take for example when children play with puzzle themselves, the presence of adult is not to help them taking a piece at a time and point it out where to place it, instead, giving suggestion or helping to rotate the pieces when it does not fit. In that case, where adults ensure children play an active part in addressing a problem-solving challenge, they foster the children's brain executive functions– an essential process of flexible thinking and goal setting

(Matte-Gagné, Bernier, & Lalonde, 2015; Hammond, Müller, Carpendale, Bibok, & Liebermann-Finestone, 2012 in Zosh et.al., 2017).

Play-Based Learning in ECE Curriculums

Some of well-known curriculum are Montessori, High/Scope, Froebel, and Reggio Emilia introduce the teaching approaches and learning environment of play-based pedagogy in ECE. The concept of play and learning in Montessori approach, discovered that children preferred work to play, hence, throughout her publication it was known as 'working' rather than 'playing.' The difference of children's working and adult's working in Montessori's context is that children were more into process rather than product, as it was the opposite way in adult's concept of working (Montessori, 1988a, in Isaacs, 2015). Montessori was conceptualizing the terms 'work' and 'play' since play characterized by fun and enjoyment and work has tendency to show a serious activity and full of effort. She emphasized that the works children do is voluntary activities, accumulated with effort which they enjoy it (as it seen from how they repeat it and not get bored with it), as it goes it brings joy withing the work. In classroom practices, as an adult, the teachers would not differentiate the activities of play or work for children, as the children do, they simply do things (Isaacs, 2015).

In High/Scope, the organization of learning space and daily routine are consistent to follow, from greeting time in the morning to large-group time to end the day with songs. As for the learning spaces, it is organized based on its functions to accommodate children's interest and offer various support through availability of adult's guidance and materials to play with. The central idea of learning in High/Scope is covered by the principles of active learning which led by children's initiative to explore their surroundings, with spacious learning environment and materials (Hohmann and Weikart, 2002, in Holt, 2010).

In Reggio Emilia, one of the learning values introduced by Loris Malaguzzi is 'the hundred languages of children,' it represents those children themselves have innate creativity which need to be accommodated by giving them opportunities to express themselves in different ways. One of the biggest platforms for children in Reggio Emilia in widening their creativity is by participating in a long-term project designed and supported by teachers, parents, and local communities. Throughout the process of doing a project, take for example the 'Bird's Theme Park,' children in a small and a big group would start by designing and planning the project, from the big picture to small details (Howell, 2013).

Digital Pedagogy

According to Howell (2013) there are reasons that drive the need of digital pedagogy, some of them are: pedagogical imperative and social imperative. The social imperative includes children, parents, and wider community. The pedagogy imperative includes the previous studies on the development of learning and teaching that has shown the influence of digital technology in the creation of knowledge and interaction in teaching and learning process. Looking into the current situation of emergency remote teaching during COVID-19 pandemic, the digital pedagogy is a social imperative as well as pedagogy imperative. Apart from the current situation of COVID-19 pandemic, when online classroom is one of the best alternatives to continue education, the digital pedagogy itself has been considered crucial back then, in responding to the phenomenon of the increment of digital natives (some are labelled as 'Internet Generation,' 'Net Gen,' 'Gen Z' and so on) – referring to children who was born in the fast-growing development of internet. As children get comfortable with their

daily life spending time with digital technologies (smartphones, game-consoles, television, and tablet), hence the presence and integration digital technologies in the classroom are expected to increase the level of engagement and fun during the learning.

Emergency Remote Teaching in Indonesia

The online learning mode has been implemented since the first lockdown in Indonesia (around March 2020) (Harnani, 2020). Teaching approaches and strategies have been remodified to meet children's need and accommodate the needs of all the parties (schools, teachers, parents, and children) involved in the emergency remote teaching and teaching. Based on the interview with the participant teachers, before Covid-19 pandemic, all schools applied face-to-face learning mode, started from 8 a.m. and finished at 13 p.m. Ministry of Education declared set of national education policies during the pandemic, such as sending children home to learn with their parents under both teachers and parents supervision, simplifying the national curriculum to not forcing children and teachers to achieve the designated (prior to pandemic) passing grade, yet proposing some practical life skills to be practiced at home, qualitative feedbacks for children' assignments, and encourage teachers to provide diverse learning activities under the consideration of children's capability and interests (Kemendikbud, 2020). Regarding the policies above, some regional and provinces in Indonesia started to adopt and create some alternative practices based on their region's capability in providing and accommodating the online learning.

The education policies regarding the schooling during pandemic have been reviewed per June and November 2020. During the first 3-months of lockdown (as starting point of the implementation of remote learning), in June 2020, the Ministry of Education, Ministry of Religion, Ministry of Health, and Ministry of Home Affairs established a new set of guidelines for teaching and learning in the new academic year during pandemic. It was mentioned that only schools under the green region was allowed to have face-to-face classes through leveled approvals from province government level, district, sub-district level, and finally parents' permission.

Methodology

Research Design

According to some resources (Jacob, 1987; Hitchcock and Hughes, 1995; in Cohen, 2007), there are three different approaches to qualitative research design, they are phenomenology, ethnomethodology, and symbolic interactionism. Husserl pointed out that phenomenology put a focus of the investigating and questioning life practicality that commonly neglected from our everyday life (Hodges et al., 2020). Regarding understand and making-meaning the structure of the world around us. The process, goals, and its reflective sense of the process vary from one individual to another (Schutz, n.d., in Cohen, 2007). Burrell and Morgan (1979) added that we understand and classify other's behaviors depend on our previous knowledge, the notion of comparing the ideal condition to the reality. Qualitative phenomenological research approach aims to describe and define current, temporal, corporal, and routine that occur around us (Brinkmann and Friesen 2018, Brinkmann 2016ab, in Rödel and Brinkmann, 2018). This study employs the qualitative phenomenological method to understand the current situation of mass emergency remote teaching during Covid-19 pandemic based on teacher's perceptions.

Setting

The setting of this research was some regions in Indonesia which were considered in red zone for their Covid-19 cases, per data August 6th, 2020, by WHO. The red zone regions were chosen considering that public institutions, as well as schools were shut and run in a total online mode. The participants mainly came from these regions: North Sumatera, Jakarta, Central Java, West Java, East Java, and South Sulawesi. Additionally, in the case where participant (s) was/were not available from that region, a neighboring region or island which was indicated in the dark orange zone was chosen, take for example North Sumatera was substituted with South Sumatera.

The participating teachers in the research were mainly taught in private kindergartens which follow national curriculum and one school combined national and Cambridge curriculum. There was total 10 (ten) different schools from 8 (eight) different regions, namely Jakarta, Solo (Central Java), Surabaya (West Java), Jember (West Java), Garut (East Java), Gorontalo (Sulawesi), Tenggarong (East Kalimantan), and Palembang (South Sumatera).

Sampling

The sampling method employ in this study is purposive sampling from the population of Indonesia ECE teachers with some specific characteristics. Purposive sampling works with the sample that promises and abundance of information on the phenomenon of interest (Rapley, 2014 in Flick, 2014). The participating teachers were chosen intentionally due to following reasons:

1. They have worked as a teacher actively during Covid-19 pandemic with the digital remote teaching approach.
2. They operated as a teacher in different regions of Indonesia during Covid-19 pandemic.
3. Those teachers used play-based learning with pre-school children for a period at least 3 months through digital remote teaching.

Data Collection Process

Data collection instrument consisted semi-structured interview with teachers. Semi-structured interview with teachers aims to explore the emergency remote teaching practices in Indonesia ECE, how teachers design their play-based learning and incorporation of digital-games based learning during the process. It was chosen one of data collection methods considering its characteristics of offering structured direction to the subject matter with a flexibility and opportunity to deepen specific aspects that occur during the interview (Cohen et al., 2007). The data collection instrument was designed based on the conceptual definitions and operational definitions that mainly cover the domains of play-based learning (the characteristic of play learning; meaningful, joyful, actively engaging, iterative, and socially interactive) (Saracho, 2020; Zosh et.al., 2017), digital pedagogy – basic instructional design components (objectives, media, teaching and learning method, time, and assessment) (Hodges et al., 2020; Rasmitadila et al., 2020), and children's engagement (Folorunsho, A, 2016). A semi-structured interview guiding questions was formulated, developed and has been through review of 2 experts (educational technologist and play-based learning experts in ECE field). Semi-structured interviews were conducted virtually by video conference, and it was videotaped for accuracy. Previous studies have been done remotely through these digital

media platforms- telephone and video conference (especially for the data collection) and it remained credible, reliable, and doable, especially during the pandemic situation.

Data Analysis

The data analysis follows the Transcendental-Phenomenological Reduction. It is termed transcendental because it goes further than just everyday experience, but it is seen as something fresh and new, and comes a need to be understood. The word phenomenological emphasize the sense of uncommon or mere experience that happen in between commonalty of experiences. Reduction means "it leads us back (Lat. reducere) to the source of the meaning and existence of the experienced world" (Schmitt, 1967, p. 61, in Moustakas, 1994).

Findings and Discussions

Finding

Regarding the play-based implementation experience, all teachers have been equipped with play-based learning training. Seven out of ten teachers have participated in digital pedagogy training, and all teachers have been conducting digital emergency remote teaching. Mostly, all schools were started the full digital emergency remote learning since March 2020 (it was the first month of national lockdown in Indonesia). Hence, based on the date of data collection (May 2020), almost all teachers have conducted digital emergency remote teaching for more than a year, and one participant teacher have conducted emergency remote teaching for a year.

Themes

Themes were identified based on participant's responses to the interview questions created to answer the research questions. Research question one on teacher's perceptions on digital emergency remote teaching; research question two on teacher's perceptions in incorporating play in their practices; research question three on the techniques teachers use to incorporate play and games during digital emergency remote teaching; research question four on ways children engage in play-based learning activities during the digital emergency remote teaching; and lastly, research question five is the challenges and opportunities in the digital emergency remote teaching according to teacher's perceptions. The code frequencies from all participants (in total 10 teachers) and total number of segments with themes and subthemes are presented in the table 7.

Table 1. Participants and themes

Themes	Sub-themes	Number of participant teachers	Number of segments with themes
Digital Pedagogy	Objectives	7	23
	Media	10	78
	Time	10	49
	Assessment	10	40
	Interaction	8	23
	Learner's Control	6	11
	Learning Support	10	59
Play-based Learning	Meaningful	9	23
	Joyful	7	21
	Engaging	9	25
	Iterative	4	7
	Socially interactive	9	12
	Play materials (toys/objects)	6	23
Children's Engagement	Behavioral Engagement	9	37
	Social Engagement	9	25
	Emotional Engagement	10	47
	Cognitive Engagement	4	7

Note: the number of participants and number of segments (total themes found in a total participant who endorsed the themes) were analyzed using MAXQDA 2020.

The themes include digital pedagogy, play-based learning, and children's engagement. In each of the themes, sub-themes were defined and emerged during the interview. In the digital pedagogy, 4 (four) subthemes namely, media, time, assessment, and learning support were endorsed by all participants teachers. Subtheme 'media' was found in 78 segments (statements made by the participant), subtheme 'learning support' was found in 59 segments, subtheme 'time' was found in 40 segments, and followed by subtheme 'assessment' which was found in 40 segments. In play-based learning theme, there were 3 (three) subthemes endorsed by 9 (nine) participants and one new subtheme was emerged, play materials (toys/objects). Subtheme 'meaningful' was found in 23 segments, 'engaging' was found in 25 segments, and 'socially interactive' was found in 12 segments. Below is the detailed findings of all the themes based on teachers' interview:

- Digital pedagogy
  In the digital pedagogy includes media, time, assessment, learning support, objective and learner's, and interaction. The participants shared the main applications they have been using to conduct video conference during emergency remote teaching, the applications to create visual materials (animation learning video and tutorial video), the application to share the learning material and submit children's work, the application and website to get inspiration in designing the activities, as well as the application to share (the learning materials), to submit the works and to communicate with parents. In the time aspect, schedule and learning duration were justified during

the emergency remote teaching, to mitigate children's stress level (as well as parents) and their overall mental wellbeing. Mostly, the duration and schedule were justified based on parents and caregiver's availability in supervising their children during the learning. In the assessment aspect, the assessment related to monitoring children's developmental stages have been claimed to be quiet challenging by most of the teachers. Since, they need to follow K13 curriculum and its evaluation sets, teachers sometime have doubt on to what extend parents help their children in completing or doing the homework and activities. This further led to the need of formative and summative assessments simplification.

- Play-based learning
  In the play-based theme includes meaningful, joyful, engaging, iterative, and socially interactive. Overall, a play-based learning should be relatable with children's life experience to make it meaningful, hence some aspects of joyful iterative and social interaction were essentials to appear throughout the process. Teachers mentioned that it was a bit challenging to observe emotional engagement during play when it was no face-to-face meetings. However, some sort of behaviours could tell teachers how children interact with peers and object (in tasks) during the lessons.

- Children's engagement
  In this theme, it includes emotional engagement, behavioural engagement, social engagement, and cognitive engagement. Engagements aspect are essential part to see how children involve in the activities. Most teachers agreed that emotional engagement was the most challenging one to be found or to be observed at least during the emergency remote teaching.

Discussion

This section aims to present the discussion of the research questions.

Teacher's Perception on Digital Emergency Remote Teaching

According to interview results, participant teachers found that conducting digital emergency remote teaching have always put them into trial-and-error cycles, in almost all components (known also as themes). The statements from teachers can be understood by teacher's attitude and aptitude towards the use of technology in their class. As mentioned in Howell (2013) that technology evolution is fast-changing and therefore teachers need to keep up with the update of it and how to integrate it meaningfully and successfully in the class. Some teachers may find it easy and being open with the change and some may not, these are a matter of attitude. Hence for, the aptitude aspect related to the knowledge of pedagogues, how the integration of technology help learning to happen. The aptitude aspects include teacher's understanding in knowledge construction, including some learning theories in constructivism, social constructivism, distributed cognition, connectivism, computer-supported collaborative learning (CSCL), and technology pedagogical and content knowledge (TPACK) (Harris, et.al, 2009; Shulman, 1986; Piaget, 1977; Papert, 1980 in Howell, 2013). All participant teachers agreed that in designing, preparing, and delivering the activities, it needs a suitable digital media. Some considerations include the complexity of applications for teachers to use in creating tutorials video or finding inspiration in making one. Another one is to find platform that user-friendly for parents, to receive learning materials and to send back children's works. Additionally, there was consideration in picking the media to promote

social interaction between teachers, children, and parents. Based on the interview results, all teachers mentioned that they used WhatsApp to create a group for parents, to collaborate, send learning materials, communicate, and submit children's works.

Teacher's Perception in Incorporating Play in Their Digital Remote Teaching Practices

When it comes to the questions of how teachers incorporate play and see play as a nature of children's learning, some teachers confidently said that we did not use the term 'incorporate play' because all the activities are meant to be play activities, play is there because children learn through play. On the other hand, some other teachers were not sure about seeing play (whether it is free-play or structured play) as a children's nature of learning, they tend to use the terms 'portfolio activities' – which refers to set of activities teachers provide to children to do at home.

These perceptions of teachers about play-based learning were influenced by the socio-cultural, their education background, and their participation in play-based learning trainings. It was observed that teachers who graduated from ECE specialization and/or have taken play-based learning training could elaborate the ideas of play as the nature of children learn. Instead of using the terms 'school's tasks' 'portfolio' and 'homework,' some teachers who have been equipped with the training could elaborate the activities and its benefits for children's development. According to National Council for Curriculum and Assessment (NCCA) (2004), there are four learning themes which belong to two developmental stages, namely communication and exploring and thinking in cognitive and psychomotor developmental stage, and well-being, identity and belonging in emotional/social and psychosexual developmental stage. This framework is one of many frameworks to assess and identify children's developmental stage in the environment of digital game-based learning and/or digital play-based learning.

Incorporating Play and Games During Digital Emergency Remote Teaching

Some specific questions were asked to the teachers on how they could incorporate play during the emergency remote teaching. As it is considered challenging to provide full free time experience (with other children for example) during this kind of situation or making sure that the activities being provided could provide play and learning experiences for children at home. Nine out of ten teachers who use 2013 National Curriculum (Kurikulum 2013) mentioned that they follow the teaching guidance provided by Ministry of Education and Culture. It consists of some essential booklet guidance, namely Language Play at Home (Bermain Bahasa di Rumah), Fun Math Play at Home (Bermain Matematika yang Menyenangkan), Play Science (Bermain Sains), Art and Craft (Bermain Seni Kriya), and Physical Play and Music (Bermain Musik dan Gerak) (Direktorat PAUD Kemdikbud, 2020) One of the teachers sent me all these booklets to give me more precise example on how the ECE teachers in Indonesia (especially the ones who use national curriculum) adapt and develop their teaching materials, learning objectives, and learning activities for children.

Children's Engagement in Play-Based Learning Activities During Digital Emergency Remote Teaching

A study supported that thoroughly designed digital activities with an open-ended form can benefit children in fully to express their artistic skills, imagination, music, art, and storytelling (Folorunsho, A, 2016) . It was found as well in this study that the teachers

realized how important to do evaluation on the tutorial videos to make sure that activities are well-designed and well-understood by the parents (to further delivering it to the child). A teacher [participant M] specifically mentioned one of those successful activities was a digital art splashing using a particular website where children can join in one activity together. The medium of making art, which was found to be non-psychical art supplies gave different sensation, especially when it was done together with peers.

In the digital context, children's play experience can be examined, as well as how far children engage in the play activities. A study explained how playful exploration with digital technology (that may include interactions with peers, adults- parents/teachers) has been identified as non-static chances of learning in ECE context (Yelland, 2015, in Folorunsho, A, 2016). Furthermore, it can be examined on precisely how far children engage in the play-learning activities. Some engagement modes were decided to be the focus of discussion, emotional engagement, behavioral engagement, social engagement, and cognitive engagement.

Conclusion

The implementation of digital emergency remote teaching has made changes into the lives of teachers. This phenomenological qualitative study aims to hear teacher's voices on their experience teaching with fully integrated technology and how they incorporate play into their remote teaching. Some teachers mentioned during the interview that by answering the questions being asked, they felt like go back in time when they first started the remote learning and reflected on what they have done. This statement has fulfilled on of the core aims of this study, to make teachers rewind their experience and reflect on it and furthermore openly shared it to be understood and to be discussed in scientific manner.

All participants are teachers from across Indonesia, covering four out of five big islands in Indonesia, namely Sumatera, Java, Sulawesi, dan Borneo (Kalimantan). This demographic feature was also decided prior the data collection, basing on the policy of full online learning reported by the government. The urgency to understand teacher's opinion on their emergency remote teaching were deeply analyzed based on the emerged themes endorsed by the participants, which mainly cover three main areas of teaching, digital pedagogy, play-based learning, and children's engagement.

The interview results showed that teachers found out in their digital pedagogy that media, time, assessment, and learning support have crucial impacts on the successful of teaching and learning. All teachers agreed that selectin, choosing, and using certain media in preparing, designing, and delivering the materials or activities as well as doing assessment have become a dynamic process. Then, learning duration and schedule have been shortened and this impact major changes in teachers, parents, and children learning routines. Both assessment and learning support are closely related to parent's involvement. As at some points teachers might find that their assessment toward children's developmental stage may no accurate since children may get overwhelming support for their parents and caregivers. At the same time, it is needed as for children who still have low learning's control, the presence of adults is beyond necessary.

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Contact emails: z92uteda@uco.es
athifah.utami@outlook.com