Reflective Teaching and Epistemological Orientations among Early Childhood Educators in Pandemic Contexts: A Qualitative Study from Indonesia

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ABSTRACT: This study aims to explore the epistemological beliefs and reflective practices of Early Childhood Education (ECE) teachers in Indonesia during the COVID-19 pandemic. This study uses a qualitative phenomenological approach with a semi-structured interview data collection method. Research participants were selected using a purposive sampling technique with the criteria of ECE teachers. Having at least three years of teaching experience and have taught at the Playgroup and Kindergarten levels, literate in using information technology, teach actively during the pandemic, active in self-development activities, and willing to be a research participant. There are two participants, IT and RA, who graduate from S1 level, Art Education and ECE. They teach in different schools and have teaching experience of thirteen and five years. The analysis was carried out with IPA (Interpretative Phenomenological Analysis), which resulted in the theme of the teaching process during a pandemic, teaching obstacles during a pandemic, factors that supported teaching during a pandemic, factors that hindered teaching during a pandemic, and beliefs in education during a pandemic based on their knowledge. The study results are that ECE teachers feel less confident about teaching during the pandemic because online learning is a new thing. They think that they don't have sufficient knowledge about online learning for early childhood education. They don't have the confidence to make sure that the students will understand, especially in the assessment process, which is believed to be a better face-to-face meeting.

Keywords: ECE (Early Childhood Education) Teacher, Epistemological Belief, Teaching

INTRODUCTION

Early Childhood Education or ECE, according to the National Education System Law Number 20 of 2003 article 28, is an education level that is held before the basic education level through formal, non-formal, or informal education. Formal education takes the form of Kindergarten and

Raudatul Athfal (RA) or other equivalent forms. In contrast, non-formal education takes the form of Playgroups and Child/ Day Care Places or other equivalent forms. Thus, early childhood education is early education before children continue to primary, secondary, and higher education.

ECE provides opportunities for children to get a decent education, reduce special education needs, success in the next school year, reduce juvenile delinquency, can develop careers in the future, and reduce economic dependence (Barnett, 1996; Schweinhart, 2004; Schweinhart & Weikart, 1997 in Essa, 2011). In general, the implementation of ECE properly will improve the quality of human resources.

Teachers are one of the determining factors for the success of early childhood learning in providing quality teaching and good learning outcomes (Early et al., 2007; Karp, 2006). ECE teachers with higher education have more knowledge and skills that tend to be more creative to design learning activities according to children's learning needs and better prepared to solve problems in the classroom (Barnett, 2003). Educational qualifications, exceptional training, and teaching practices impact improving the quality of managing early childhood and stimulating children more intellectually, responsively, sensitively, and carrying out effective activities (Kreader, Ferguson, & Lawrence, 2005; Vandell, 2004).

The learning process in ECE will be optimal if it involves teachers who are able to organize a flexible and reflective learning process. ECE teachers with epistemological beliefs related to knowledge tend to consider things from various points of view and gather theoretical and practical evidence to teach effectively (Penn, 1999). In practice, there are variations in teaching and child achievement associated with teacher qualifications with an early childhood education background. In line with Penn's (1999) opinion, one thing that is suggested is to investigate the epistemological beliefs of teachers in teaching practice (Brownlee, Boulton-Lewis, & Berthelsen, 2008; Chan & Elliott, 2004; Pianta, 2006).

Teachers who have advanced epistemological beliefs provide teaching information by determining teaching methods, how knowledge is built based on existing evidence, teaching by constructing knowledge constructively, and involving interaction with children (Brownlee, Berthelsen & Boulton-Lewis, 2008; Chan & Elliott, 2004). Essa (2011) also explains that being an ECE teacher needs to love the learning process to inspire children, convey the importance of learning, and is committed to being a lifelong learner.

Ki Hajar Dewantara (in Wiryopranoto, 2017) also explained that the role of the teacher is expected to encourage children's potential, connect children with various learning resources, so that teachers must be able to explore various learning resources from the internet and other learning sources, become friends in children's discussions, and teach with a fun and easy to be understood. Therefore, teachers should be able to develop their self-knowledge to provide a teaching environment that helps children to gain learning outcomes. When teachers develop their knowledge, there is a substantial change in understanding knowledge, and knowledge structures are formed and integrated to be evaluated (Braten, Stromso & Samuelstuen, 2008; Kardash & Wood, 2000; Kuhn & Weinstock, 2002). Teachers as individuals can have various knowledge that is not always consistent and changing (Kardash & Wood, 2000).

During the COVID-19 pandemic, where there was a disruption in the teaching and learning process in Indonesia, mainly from face-to-face learning to distant learning, also known as LFH (Learning From Home), SFH (Study or School From Home) based on Ministry decree number 15 of 2020 concerning the Implementation of Learning From Home in the Emergency Period for the Spread of Covid-19 pandemic. The goal is to ensure the fulfillment of educational services to students, providing meaningful learning without being burdened by curriculum achievements but more on life skills. The method used is distance learning with online, off-network, and semi-online learning models (Fatimah in www.jawapos.co.id). In general, distance learning is currently using online.

Based on data from the Indonesian Child Protection Commission/ KPAI (*Komisi Perlindungan Anak Indonesia*) published in Jawapos, May 1, 2020 there were 246 online learning complaints where the complaints were also from the Kindergarten level. The East Java Child Protection Agency or LPAI (*Lembaga Perlindungan Anak*) recorded a fivefold increase in parental psychological violence due to the home learning system, many assignments from school, and not all parents have sufficient online learning support facilities (JawaPos, 20 June 2020).

From the phenomena explained, it can be concluded that the role of teachers in teaching by developing their knowledge is critical to support early childhood education, especially during the pandemic, where learning methods have changed from conventional face-to-face to distance learning which is mainly given online. The author wants to explore how the epistemological beliefs of ECE teachers and the teaching process are carried out during the pandemic.

METHOD

This study uses a qualitative approach with phenomenological methods. Phenomenology is a method that examines the subject's experience of certain phenomena (James, 1999). The issue is free to talk about her experience, and the researcher captures the essence of the subject's experience (La Kahija, 2017). The subject in this article is referred to be the participant.

The research was carried out during April-June 2020 with data collection techniques using semi-structured interviews that participants agreed to be recorded, transcribed, and analyzed using IPA (Interpretative Phenomenological Analysis). The stages in science include participants interpreting their life experiences and researchers interpreting the results of participants' experiences. The analysis process was carried out by reading repeated interview transcripts, taking initial notes on what the participants said, developing emerging themes, and developing meaning units into sub-themes, and finding patterns between subjects (Smith & Osborn, 2008).

The purposive sampling technique selected participants. Participant criteria include ECE teachers who have a minimum of three years of teaching experience and have taught at the Playgroup and Kindergarten levels, can use information technology, teach actively during a pandemic, are active in self-development activities, and are willing to become research participants. There are two participants, TI and RA. TI, 33 years old, has an educational background of Bachelor of Arts Education in Dance, 13 years of teaching experience in the Playgroup and Kindergarten, currently teaches in Kindergarten based on religion and creativity that applies the K-13 curriculum,

concurrently teaching as a Kindergarten teacher and principal, active in self-development activities in the form of participating in seminars, training and winning several art-related competitions, and proficient in operating information technology-based tools. RA, 28 years old, has an educational background of an S1 Early Childhood Education Teacher, five years teaching experience in playgroup and Kindergarten, currently teaching at pilot ECE schools that implement an integrated curriculum, character education, and entrepreneur education, education level presently being taught is playgroup level. RA is active in self-development by participating in the teacher community, particularly parent communities, and often represents schools in training or seminars and has won regional learning media competitions. She is proficient in operating information technology-based tools.

RESULTS AND DISCUSSION

The teaching experience of PAUD teachers during the pandemic was transcribed and got four main themes, including the teaching process during a pandemic, teaching constraints during a pandemic, factors that support teaching during a pandemic, factors that hinder education during a pandemic, and beliefs about teaching during a pandemic based on their knowledge.

Table 1. Generated Themes and Subthemes

Themes	Subthemes
Teaching process during a pandemic	‣ Learning using online video calls
	‣ Learning methods accompanied by teachers & parents/guardians
	‣ Time and study sessions according to teacher & parent agreement
	‣ Prioritizing the child's focus, mood, and comfort when studying
Obstacles in teaching during the pandemic	‣ Student condition (mood and relatively short focus range compared to face-to-face teaching)
	‣ Support for infrastructure and involvement in learning assistance from parents
Factors that support teaching during a pandemic	‣ Parental cooperation in assisting children in the learning process
	‣ Parental support in facilitating the emotional relationship between friends by making video calls between them
	‣ The teacher's learning & teaching resources are obtained from the internet

	‣ Educational game tools from school
Factors that hinder teaching during a pandemic	‣ Lack of assistance from parents while studying
	‣ Lack of support from parents in finding substitute media needed in learning
	‣ Create lesson planning that parents can understand
	‣ Communication between teachers in determining teaching activities & monitoring children's development
Confidence in teaching during a pandemic based on the knowledge they have	Feeling less confident teaching during a pandemic because:
	‣ Online learning is new
	‣ Lack of time to increase knowledge related to online learning that is suitable for children
	‣ Unable to do face-to-face with students, so they are not sure in ensuring student understanding and conducting assessments
	‣ Less than optimal time management between online learning and other teacher tasks

1. Teaching process during a pandemic

ECE teachers understand that during a pandemic, teaching that is usually done face-to-face has shifted to online and is more effective at using video calls to children. According to ECE teachers, the teaching process is more effective when getting assistance from parents and guardians of students. Hence, ECE teachers are more flexible in providing time and learning sessions according to the agreement of teachers and parents, especially parents who work by adjusting the child's condition paying attention to the child's focus and mood. It is expected to be done so that children will feel comfortable learning.

During the pandemic, the teaching and learning process is complicated, and the teaching process is not optimal if they do not get assistance from parents or guardians of students. Efforts made starting from dictating, giving examples through video calls are less applicable without any help from parents or guardians of students. Children will find it difficult to understand, especially if children do not know, such as writing. Giving examples of using phones is also not understood by children. Teachers also have difficulty in correcting children's learning outcomes. With the online teaching process, the most applicable thing is to build a pleasant atmosphere so that children feel comfortable learning.

As excerpts from the following interview:

"…and even if during this pandemic it's hard, it's really not optimal for learning. For example, our learning system during the pandemic was the method by means of video calls, we gave video calls to children if there was no assistance from parents, for example, we dictated, we have given examples in our own books, the children will write in their own books, and that if there is no assistance, some don't understand how to write sideways, downwards, or what it's like, he does what he can, so if those who can already have the knowledge to write sideways from left to right, the term is over, we just have to dictate say what to write, so when we want to justify the writing, the cellphone is not in the book, so we don't know if the writing position is right or wrong, so it is very difficult if we want to help correct the child's learning outcomes."

"During the pandemic, yes, while the video call was mother, we also created a pleasant atmosphere with the first greeting we were friendly and before that it built the atmosphere first so we didn't go directly to the material, chat for one to two minutes, how are you and what's been going on breakfast so there is communication first that makes them want to convey that they feel comfortable, communicate with us."

(IT, 33 years, 13 years teaching experience)

The learning process using online classes is considered the most appropriate way to be done at this time. Children are pretty able to receive knowledge from the teacher, although the socialization aspect, especially for children at the playgroup level, does not get enough attention. Parents and guardians are also expected to provide learning assistance and assist teachers in assessing children according to the assessment indicators.

"It seems we have online classes, now we have it, so in the beginning there wasn't this because most parents had to work from home one day and work from office in another day so we couldn't strict to the schedule, for example, at 9 we agreed it couldn't be done., then we split it into two session, keep the concentration and mood of the child during those hours was hard, does it really have an effect like that, the difference is there if the similarities in terms of material still provide assignments for the five developmental aspects of six, then cognitive, language, physical motor, socio-emotional and also the art, we still give it every day, every Monday and Thursday it's the same, ma'am. Still, here the difference may not be as much as what we give every day at school, of course, other than that, it's the same, yes, ma'am, it's the same, our assessment is still the same. Hence, we, even though our parents judge us, also give an assessment, so parents can also measure it from the indicators we give every day. We also have a recap of values that were before this pandemic, so it turns out that there is a difference there, so the benchmark from an indicator that we give again to parents is that at home and at school, the development is very different, like that, so the lesson plan is the same, the daily lesson plan is still the same the same assessment is the same, the learning methods are different, right at home, sometimes if parents are full at home, they can accompany them, but if what is given to the mother is sometimes slow when the parents are like that, ma'am, so to be effective like that, I think it's not very effective and really, ma'am, it's really important when we study together and socialize, I think it's very important because yes, at an early age, social-emotional training was carried out, the language that was prioritized besides knowledge, knowledge can be formed anytime and anywhere but the self-concept of character I think it's good that it was given early."

(RA, 28 years old, 5 years teaching experience)

From a theoretical perspective, the knowledge beliefs of ECE teachers direct teachers in their respective teaching practices (Lee, et al, 2013). Some teachers put more emphasis on the provision

of prior knowledge, and there are also those who teach based on knowledge about aspects of development that are believed to be in accordance with conditions in the field. Referring to Bendixen (2002) that the quality of knowledge is based on the evidence obtained. In this case, the teacher provides an online-based teaching process starting from making the learning process comfortable, the duration of time providing materials according to the conditions of students and parents and guardians of students, providing assessments by simplifying devices that are easily understood by parents or guardians of students based on evidence obtained during teaching. Starting from the responses of students, parents, and guardians of students and student learning outcomes.

When viewed from a reflective teaching point of view (Duchesne & McMaugh, 2016), ECE teachers, in this case, have carried out the teaching process to solve the problems encountered according to the experience gained. However, developing a teaching philosophy has not been carried out because this kind of learning condition has just been experienced. There has been no literature review on effective learning pilots using online learning that is applied to early childhood in Indonesia.

2. Teaching obstacles during the pandemic

During the pandemic, the teaching obstacles faced were various. Still, all of them led to the readiness of children, support, and involvement from parents or guardians of students in assisting children in learning. Children's psychological readiness starts from their feelings when facing online learning, children's boredom, and confusion. Plus, if the conditions at home are less than optimal during the learning process. This impacts the less than optimal delivery of material, and the child's mood is not good.

As conveyed from the following quote:

> "...the children are bored, the children are getting confused about learning online. The condition of their respective homes affects children's learning. For example, if the student's house is crowded or there are many relatives, many families are at home while he has to study. He receives material from us, he feels that he is disturbed by the condition of the house so that it is not optimal in delivering material whether it is sometimes the child's mood also affects online learning as well. I think that's enough, three."

(TI, 33 years, 13 years teaching experience)

Other obstacles are obtained from working parents so that learning assistance is less than optimal, supporting infrastructure for learning at home is inadequate, the mood of children when online learning only lasts less than thirty minutes, habituation of characters that previously can be formed when the face-to-face learning process becomes less than optimally applied when learning online. On the one hand, the teacher has given assignments through online-based worksheets in accordance with the learning that has been applied so far.

> "the obstacles during this pandemic are teaching and learning. Indeed, teachers have sometimes cooperated with busy parents, especially those who become medical staff, until someone is entrusted to their mother, so during this pandemic, they don't take lessons at all. We have given the task and then give support to the

family or the mother can't continue, then the problem is to meet face to face, ma'am, face-to-face, it's intense, once a week, it's also the child's mood, sometimes a maximum of thirty minutes, we make video calls together and usually for video calls, we review activities that we have given, but because during this pandemic we also took family character education PKs and from the service we got the task, so it's more about character habituation, so for the application of the theme, it's not that much, so ma'am, we're still there. give worksheet online, so parents just need to print it, there are parents who are complicated, ma'am, they don't have a printer, so they have to print it out from home, so if they have, they can try it, if they don't have it, they can not do anything about it, ma'am."

(RA, 28 years old, five years teaching experience)

In this case, the teacher can explain what obstacles are encountered during teaching during the pandemic. The solutions provided by the teacher are in accordance with the existing problems. It can be seen from the following interview excerpt:

"If we communicate the results of learning and the conditions at home to our parents, the learning outcomes are almost the same, because there is no assistance from parents and the conditions at home are also lack of parent guidance, so we communicate them so that learning outcomes are maximized, even though online, we ask for cooperation from parents too. For boredom using various methods which if possible we haven't tried so far, so this is saturation maybe this week it happens that this week is almost finished for online learning, so we haven't applied the method yet but there is no such thing as a shadow when it happens again starting new teachings to overcome this boredom, we must have innovations every day so that they can be interested in online learning, but the actual form is not yet available but for sure we plan to provide new innovations every time we learn online."

(TI, 33 years, 13 years teaching experience)

"The way to deal with this, ma'am, is that our worksheet is already for playgroup because the worksheet is also the last, right, the worksheet was just before that time before fasting, that before fasting we distributed a package that the children had which contained a picture book, crayons, markers, then an eraser, scissors, glue, folding paper, so from there the child is given a drawing book when at home, yes, what is done is drawn with parents like that and then we also report to the office every day one child has one photo. Thank God it was well coordinated, right, before that, in the first two weeks of school from home, oh yeah, just stay at home, Mom, who is still early in the pandemic, we tested our e-plan, it turned out that we continued, then we gave the questionnaire, ma'am, it turns out that some are considered effective, some are not but Alhamdulillah, almost seventy percent of them are effective, the others are indeed constrained, so we continue to continue but only by reducing the worksheet that is required. so the inputs from parents, so finally the kindergartener had printed the worksheet and also gave the book, then the family planning one we released was given the book, the tools that children usually use at school, the picture book was still empty, ma'am, so it's a child- children can be free to be creative there, in terms of assignments, then in terms of face-to-face meetings, we are still from usual only once a week and one session was finally made into two sessions, for example yesterday it was ten to half past eleven or until it was finished in approximately thirty minutes ma'am then later in the afternoon starting at four o'clock, now we're looking for a time where the condition of the child is really still in a fresh condition if it's ten o'clock the children are still here since what, at that time at eight o'clock a lot of people didn't wake up which Allah is also running only for children who can't follow because there are those who really follow their exams and then their babies get sick, there's no this

one so we take it as permission like that, only next time we still do video calls again, but personally it's like that, ma'am."

(RA, 28 years old, 5 years teaching experience)

In providing solutions, the teacher communicates with parents or guardians of students, provides questionnaires to parents or guardians of students to fill in inputs related to learning to be more effective, adjusts the time and duration of learning to the child's condition, prepares various methods innovations for the next academic year even though it has not been implemented yet. The method is clearly described.

Theoretically, what the teacher does is in line with getting feedback in the form of input from parents or guardians of students. In theory, feedback is given by students, but in early childhood learning, students are not allowed to provide input so that parents or guardians of students represent them. (Duchesne & McMaugh, 2016).

3. Factors that Support Teaching During a Pandemic

According to teachers, teaching during a pandemic can be effective when parents or students can work together to assist children in learning, parental support in facilitating children's emotional closeness, learning resources can be searched directly and are widely available on the internet, and educational games tools provided by schools support learning. This is illustrated in the following interview excerpt:

"Parents' cooperation in helping children's learning at home is by accompanying and showing proper writing procedures and some of the materials we have conveyed. If there is parental assistance, InsyaAllah, the material will be well received by the child."

(TI, 33 years, 13 years teaching experience)

"There are many sources of learning, especially from the internet, from YouTube and then on recitation /memorization, some of which we have uploaded so that children can memorize it or what can they see directly from learning sources and without meaning parents always see the children can hear and see it. directly from the source, continue to support then for a place where maybe the teacher when making a learning media is all from school, ma'am, so for the things that we need we can take it from the school then what do we return it to when it's finished so the teacher's distance, the teacher's house to school it's very beneficial to be able to support when the video call continues, then what kind of parents, ma'am, the typical is different, if the typical rich kid is just okay, the main point is given this, if there isn't, that's fine. Still, if the child in another class is on average it's mother The household is very enthusiastic, come on, ma'am, the children are motivated and cooperate with each other, and every day there is a video ca II, it can also be a support for their children, so that their children's emotional closeness between friends is still strong."

(RA, 28 years old, 5 years teaching experience)

From a theoretical point of view, the supporting factor in teaching during a pandemic by teachers is more directed at the experience gained in the field (Duchesne & McMaugh, 2016). As long as they have done that and proven to be successful, teachers will duplicate and can support what is

being done to teach. Such as teaching how to write, using media and educational game tools that have previously been made, while other sources are supported by parents and learning materials from the internet.

4. Factors that Become the Obstacles in Teaching During Pandemic

In addition to supporting factors, according to the teacher, there are also become hinder factors in teaching during the pandemic, including no learning assistance from parents while studying so that what the teacher teaches is not understood by children, there is lack of parental support in finding substitute learning media even though the teacher is trying to find the right one. Easy to find at home, making daily lesson plans that parents can understand, and communication between teachers that is not smooth because it is done online in determining teaching activities & monitoring child development.

Below is an excerpt from an interview that reveals this:

> *"What really hinders us is the absence of assistance from parents when studying. So when we deliver the material, we really care about when there is no assistance when learning to write. We cannot directly show and guide children to write directly in the right way."*

> (TI, 33 years, 13 years teaching experience)

> *"...sometimes from the teacher himself, if we look for inspiration like that, what do we usually discuss together? Well, that's one person assigned to make daily lesson plans like that, so sometimes we are confused, ma'am, what activities will we give tomorrow? From the structure of the curriculum that we have made, ma'am, the integrated curriculum that we made, from there sometimes parents don't understand it, sometimes what do you do, ma'am, it's confusing, so parents are also concerned with indicators of development to simplify the level of parents who sometimes what do we do from what activities are like that and then the obstacle is communication, ma'am, communication for fellow teachers, come on, ma'am, hurry up, sometimes there are people who are busy, some are still here, even though we are already today, tonight, we discussed so many hours until the time was agreed, but the name Humans also exist, so when we're waiting for that one friend, we can't do that, we haven't had a discussion yet That's not a consensus, ma'am, for this the children's activities for tomorrow are like that, continue to communicate directly with the children, they don't know how far the child has developed, so when we video call for absences, those who usually stay at home are talking more and more while at school it's so different, so what, ma'am, the emotional closeness is also different, I think it's closer to the parents than to the child, like that what hinders is the media, the media that is sometimes at home even though we've tried to be as simple as possible at home, it turns out this ma'am Can this be simplified again, sometimes parents are afraid, ma'am, not for parents with high initiative, ma'am, you can do this, but for those of you who lack initiative, well, there's nothing, ma'am, so it's not judged like that."*

> (RA, 28 years old, five years teaching experience)

According to Duchesne & McMaugh (2016), reflective teaching is supported by experience, theory, and research in various settings according to the teaching context, discussions with peers in this case fellow teachers, and feedback from students. In pandemic conditions, teachers' online

teaching experience has never been obtained by teachers. Teachers rely on learning evaluations in face-to-face teaching, such as in teaching writing procedures, determining the learning media used, and making daily lesson plans. In addition, communication with colleagues and fellow teachers is also hampered because the communication process uses online, not face-to-face, and adjusts the time of all parties.

5. Confidence in Teaching During Pandemic Based on Teachers' Knowledge

Although they didn't know each other well, the two teachers had different educational backgrounds, ages, length of teaching, taught at various schools, and were interviewed simultaneously, agreed that they both lacked confidence in teaching during the pandemic. Both of them have qualified teaching experience, actively develop their abilities by actively participating in training, seminars, searching for information through the internet, books, and experts, as well as participating in the parenting community and teacher community either on their initiative or as school representatives technology and are not constrained by using learning applications and technology-based supporting devices, and have achievements in their respective fields.

This is because online learning is a new thing, lack of time to increase knowledge related to online learning that is suitable for children. After all, online learning is time-consuming compared to direct face-to-face teaching, less optimal in managing time between online learning and other teacher tasks, and cannot doing face-to-face with students makes teachers unsure of ensuring student understanding and making assessments. Here's an excerpt from the interview:

> *"When it comes to a pandemic, I'm not sure because we can't see each other directly, so the condition of the children when we're at home we can't see in real terms. Overcoming the problem, we also, er, are less than optimal in providing solutions and solutions to existing problems."*

> *"This is hard. I feel more confident before the pandemic. If I have to compare. I really want to join seminars and so on to update knowledge related to the teaching and learning process that can be done. However, I haven't followed much because the schedule coincides with the video call schedule with the children. We have given a schedule of hours to hours because there are many factors when we come to school, right, we are dealing with children, yes, children are ready, we are ready to provide material, if this video call is online, there are many children, children are not ready, we cannot contact them, the child is ready for the parents who have not been constrained yet, so there are many factors that actually hinder it."*

> <div align="right">(TI, 33 years, 13 years teaching experience)</div>

> *"Well, if my belief was to teach one hundred percent, before the pandemic, during this pandemic, I think because teaching us may have different tastes, different ways, different forms, so it does not feel like teaching, like I said hello, before the pandemic we had video-call with children. If indeed, when the child wants to talk, right now, our video call is for learning. Well, that's something new, sometimes we think that's true, isn't it, for example, taking videos about the month of Ramadan, which we have simplified to a minimum so that the children understand now? Was that true, wasn't it, so during this pandemic, what was it like, ma'am, if you say teaching, we've been called conventional, right, ma'am, so maybe it's something new for us, we have to learn a lot more, to keep adapting it in terms of their children as well, is it for them still?*

Yes, that's how we usually go to school, what are the conventional schools, not sophisticated ones like this, so it's different, ma'am, un to learn to teach it, it still doesn't click, what do we usually do, we can judge the child, we assess one indicator in the child, we don't just see it once, ma'am, it takes time, one semester for one report card assessment, but at a time like this to assess it right, from our parents, we can't see it in real life, that's what makes us nervous, it's also time for a report, school used to be able to do this at home and I'm sure I'm not sure like that, ma'am, what's the responsibility of reporting to the office, …..for There is a lesson plan that recaps the assessment, someone is doing SFH it can be controlled but like now…my school is in trouble so the control is no longer there or the guide line is also so we are confused about filling it out so confused in the SFH report, how is it too complicated, ma'am to decide filled and also times like this we are for schools that receive operational funding too, is it hard to be sure not sure not to buy outside like that too After all, it's time to report of funding week too, report cards, and then there's no problem with this, how about taking it, ma'am."

(RA, 28 years old, 5 years teaching experience)

Based on the theory, epistemological beliefs are beliefs about knowledge and the process of knowing (Schommer, 1990). These beliefs are also related to how knowledge is constructed, evaluated, and applied. Research related to epistemological beliefs leads to the conception of individual knowledge that educators in building skills may carry out, developing competencies, changing beliefs, developing metacognition, facilitating the building of knowledge in students, and stimulating educators' reflective thinking (Hofer, 2001). However, in the conditions in a real situation, the knowledge built during the pandemic is based on experience, learning needs, and the conditions of children and parents or guardians of students, so that the epistemological beliefs that teachers have are more directing them to the knowledge they already have, the success of learning with media that has been used before, discussing with peers and parents or guardians of students in changing their beliefs so that online learning is carried out effectively. The development of knowledge in teachers is also limited due to the lack of particular study time to explore effective online learning in early childhood. Knowledge about online learning has not been done by looking for relevant sources and successful teaching practices as a pilot so that in evaluating it is not optimal and comprehensive, and the current learning evaluation is carried out from discussions with peers and feedback from the results of questionnaires from parents or guardians of students.

Regarding reflective teaching, the elements that contributed the most were teaching experiences, reflection on teaching practices from their thoughts, and discussions with colleagues. There has not been any development of teaching and learning philosophy according to the needs and conditions because it is new and lacks time, the use of relevant research, and making their research from teaching practice in the classroom (Duchesne & McMaugh, 2016). The level of reflection carried out by teachers in reflective teaching during the pandemic period is at the analytical level; namely, the teacher can describe why a lesson occurs, make notes on the progress of students who are actively participating and not and their obstacles, and analyze what happens in the situation (Lane, 2003). McMaster, Adnum & Cavanagh, 2014; Nelson & Sandler, 2013; Thorsen & DeVore, 2013; Collin, Karsenti, & Komis, 2013 in Duchesne & McMaugh, 2016).

CONCLUSION

During the pandemic, the teaching experience of ECE teachers was explored by looking at their epistemological beliefs. The study results resulted in the teaching process's theme during a pandemic, teaching obstacles during a pandemic, factors that supported teaching during a pandemic, factors that hindered teaching during a pandemic, and teaching beliefs during a pandemic based on their knowledge. In general, the results showed that ECE teachers felt less confident about teaching during the pandemic because online learning was new for them. They feel that they don't have sufficient knowledge related to online learning that was suitable for early childhood, and they are not confident in teaching as well as making sure that the children understood, even the assessments was no face-to-face interaction. Suggestions for further research are to identify effective online learning for early childhood so that ECE teachers can apply it and feel confident in their knowledge so that the teaching process can run optimally.

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