Manifesting the Tough Teachers on The Implementation of ABCD5E Model Learning During the Covid 19 Pandemic Through The Partnership Program

Sri Wiji Handayani
A Student of The Early Childhood Teacher Education Department Faculty Of Education
Pascasarjana Universitas Negeri Semarang
sriwijihandayani03@students.unnes.ac.id

Lita Latiana and Yuli Kurniawati Sugiyono Pranoto
Lecture at the early childhood Teacher Education Department Faculty of Education
Universitas Negeri Semarang
lita.unnes.@gmail.com, yuli.kurniawati.sp@mail.unne.ac.id

Abstract

As many as 55% of Early Childhood's education personnel were not qualified the academic qualifications standards yet. This resulted in the unequal quality of Early Childhood Education's teachers in Indonesia. Writing Best Practice aims to describe how the core Teachers and Education Partner's assistance on improvement and equity quality programs of Early Childhood Education's Teachers and Educational staffs through partnerships in creating the tough teachers. Improving the quality of Teachers and Educational partners, especially in improving the learning quality used the ABCD5E learning model. This model was formulated in order to make the teachers easier in implementing the problem solving based learning. The research approach is a qualitative approach. The method used a descriptive method. The results of assistance showed that Teacher and Educational partners were tough in planning, implementing and evaluating the learning activities with the ABCD5E model during the Covid 19 pandemic. Although during the covid pandemic, Teachers and Educational Partner can be strongly participated in On The Job Learning activities well and wrote them down in their respective best practice. In conclusion, the core Teachers and Educational Partners at Pemalang, Tegal and Brebes Regencies were able to manifest tough teachers in doing their duties through the ABCD5E learning model even though during the Covid 19 pandemic.

Keywords:

Manifesting the Tough Teachers, ABCD5E Model Learning, The Covid 19 Pandemic. The Partnership Program

1. Introduction

Law of national education systems number 20 of 2003 Article 11, paragraph 1 mandated the government and local government to ensure the implementation of quality education for every citizen.The education quality is highly dependent on the existence of qualified teachers, whic are the professional teachers, prosperous and dignified (Maharianto, 2015). Professional is a job or activity that is carried out by a person and becomes a living income that requires skill, expertise or abilities that meet certain quality standards or norms and require professional education (Latiana, 2010). In general, as revealed by Ihsan Maulama (2019), during the Long Term Development Period (PJP) II, the community could not accept unprofessional teachers anymore. Nowadays, teachers who are adaptive to the times are needed. This is in accordance with the efforts that are always being conducted by the government. In addition, a teacher must have more competence to improve the way of his/her works (Utami et al., 2020) "High competence and self quality are things that the teachers must have so that they can improve their teaching performance". Besides, other experts also stated that a competence will be a determining factor for a person's success or failure in doing a job. Judge (2015) said "Other experts claim that competence is the basis of a personal characteristic that is the deciding factor on the person's success or failure of doing a job or in a particular situation." One of the examples is through the partnership program in order to improve and equalize the quality of early childhood teachers.

The improvement and equalization program of the teachers and education personnel's' Early Childhood Education in 2020 is implemented through the partnership. This program is implemented based on the background of the existence of inequality of Early Childhood institutions among regions in the Republic of Indonesia. As many as 55% of Early Childhood's education personnels have not met academic qualification standards (Pusdattin Kemdikbud, 2019). Meanwhile, it is considered that the partnership between teachers and education personnels or staffs who have high competence and achievement with teachers and other Early Childhood's education personnels is the right model to minimize the gap. There are four substances in the partnership program, one of which is the Teacher Performance Improvement. In the Teacher Performance Improvement, teachers are expected to be able to design, implement and assess learning process; strengthening character education, 21st century learning (focus on 4C and Higher Order Thinking Skills), and the School Literacy Movement *(GLS*) in an integrated manner. Increasing the competence of effective communication for early childhood learning and enhancing the teachers' characters.

On January, 2020, Labschool Unnes Kindergarten launched the 21st Century ABCD5E Labschool Unnes learning model in 2020. A problem-solving-based learning model that I designed with my team Labschool Unnes Kindergarten teachers in order to prepare students' competent, adaptive and skilled in solving problems. Besides, being skilled at solving problems (the children have HOTS ability) in the ABCD5E learning model and use the Strengthening Character Education approach as well. As written in the ACD5E learning module of Labschool Unnes Kidergarten that Labschool Unnes Kinderfarten conducted learning that is able to provide space for children to develop four competencies in the 21st century, namely Critical Thinking and Problem Solving (critical thinking and problem solving), Creativity (creativity), Communication Skills (ability to communicate), and the Ability to Work Collaboratively or work together (the ability to cooperate). As well, the main foundation, which is the character education, is an important thing that can eventually lead the children to that competency. This is in accordance with the Revised Government Regulation No. 64 Year 2008 to Regulation No. 19 Year 2017, the Ministry of Education and Culture encourages a paradigm shift for teachers to be able to carry out their role as professional educators who are not only able to educate students, but also shape or build their positive character to become Indonesia's golden generation with 21st century skills.

This Learning Model is discovered by Sri Wiji Handayani with the team of Labschool Unnes Kindergarten members in January 2020 consisting of Setiarif Puspitaningru, Yuni Wulandari, Astuti Rudiyanti and Ririn Widhayati. This model is formulated so that it is easier for teachers to implement problem-based learning, starting from how to plan, implement and evaluate. The lesson plans are prepared using the ABCD formula, which consists of Audience, Behavior, Condition and Degree. Meanwhile, 5E is a step in the learning process that consisting of Enggagement, Explain, Exploration, Elaboration, and Evaluation (Tuna, A., & Kacar, A., 2013). The learning is carried out based on solving a problem. Hopefully the children accustomed and skilled in solving problems or have HOTS thinking skills, have positive characters and 21st century skills, Audience, Behavior, Condition and Degree are formulas contained in learning objectives. Cranton argued that learning objectives are statements about the knowledge and abilities expected from participants after completion of learning (Asrori, 2013). In essence, learning was carried out to achieve the objectives learning. As stated by Padangsidimpuan, I. (2017), this learning activity was carried out to achieve certain goals that have been formulated in the learning planning before the learning process carried out. The teacher consciously plans his teaching activities

Hamzah B. Uno (2008) argued about the technical preparation of the learning objectives in the ABCD form.
A = Audience (students, pupils, the college students, pupils and other target students/learners), are the perpetrators of the learning target group, namely students/learners.
B = Behavior (observable behavior as a result of learning), is a specific behavior that students are expected to do after completing the learning process.
C = Condition (requirements that need to be met so that the expected behavior can be achieved, is a condition that is used as a condition or tool used when students are tested/assessed for their learning performance.
D = Degree (acceptable performance level), is the appropriate degree or level as targeted accomplished in demonstrating the behavior of learning outcomes.

One of the learning approaches is called "Pembelajaran Berbasis Masalah (PBM)" or "Problem Based Learning (PBL)". This learning approach focuses on the problems presented by the teacher and students to resolve the issue with all their knowledge and skills from various sources can be obtained.

Barrow and Barret, on Abdul Aziz defined PBM as "The learning that results from the process of working towards the understanding of a resolution of a problem. The problem is encountered first in the learning process." While, Cunningham et.al.(2000, Chasman er.al., 2003) defined PBM as "…Problem-based learning (PBL) has been defined

as a teaching strategy that "simultaneously develops problem-solving strategies, disciplinary knowledge, and skills by placing students in the active role as problem-solvers confronted with a structured problem which mirrors real-world problems". Meanwhile, based on the developed theory by Barrow, Min Liu in Abdul Aziz (2013) described the characteristics of PBM, namely: 1) Learning is student-centered, 2. Authentic problems form the organizing focus for learning, 3. New information is acquired through self-directed learning, 4. Learning occurs in small groups, 5. Teachers act as facilitators.

Based on the understanding and characteristics of Problem Based Learning or PBM, PBL can be interpreted as a learning based on real-life problems with solving based on constructive disciplinary theory of knowledge, and skills to put students in an active role as problem solvers. Students' problem solving skills can be trained through PBL, because basically children will be presented by the problem issues in their lives. The 5E Cycle discovered by Robert Karplus in its development was developed by Robert Bybee (Tuna, A., & Kacar, A., 2013). The learning cycle is a way to structure inquiry and occurs in several sequential phases. A learning cycle moves children through a scientific investigation by encouraging them first to explore materials, then construct a concept, and finally apply or extend the concept to the situations. Let us begin by examining three phases of the learning cycle: (1) exploration, (2) concept development, and (3) expansion (Marek, 2008), this means that the Learning Cycle model initially consists of three stages, the three stages include exploration, introduction, and application concept. This model was first developed by Robert Karplus in the Science Curriculum Improvement Study / SCIS ". This three-stage model was further developed by Robert Bybee in 1997 into five stages, namely engage (attract interest), explore (explore), explain (explain), elaborate (elaborate), and evaluate (evaluate /assess) (Bybee et al. Sofiah et al: 2018. a) Engagement The students' involvement in new concepts by using motivational questions, an overview of the material to be studied, demonstrations that are used to explore the student's initial knowledge, develop the students' curiosity. b) Exploration: Students are invited to get involved directly in investigating the phenomenon / situation that occured. The activities of designing and conducting experiments, hypothesis testing, data collection to solve the problem. c) Explanation providing an opportunity to demonstrate: Understanding of their concepts, process skills and behavior. Discussion to analyze the data / information collected. The facilitator in this case is the teacher providing a formal definition and scientific explanation. d) Elaboration: Facilitating the students to apply the concepts obtained from the activities carried out into new situations or problems. Students can be re-involved in discussion activities and information seeking so that they can solve problems. e) Evaluation: The teachers seek to find out the quality and quantity of the achievement of students' understanding of the topics they have learned.

The teachers ask questions and make students respond orally or in writing. The 5E model has the stages that interrelated from one stage to another stages (Suwito, et al 2020). The 5E model is suitable used in the implementation of education. (DEMİR & EMRE, 2020). The 5E Learning model has an impact on advantages and benefits in learning. As stated by Prokes in Cakir 2017:

"In his study on the 5E learning model, observed that the students in this model were more active and motivated than the students in lecture-based classrooms and that these students could find opportunities to share their knowledge and experiences."

Students get the opportunity to share their experiences and knowledge with each other. Sharing each other and gaining the knowledge and experience. Knowledge and experience in solving problems also appear in the learning design. This is also in accordance with the statement of S. Balci (2005) on the results of various studies on the application of the 5E learning model, namely. Besides, research has supported the effectiveness of the learning cycle in encouraging students to think creatively and critically, facilitating a better under- standing of scientific concepts, developing positive attitudes toward science, improving science process skills, and cultivating advanced reasoning skills. The use of 5E model has proven to be able to increase the level of children's reasoning (Siwawetkul & Koraneekij, 2020). The similar thing has been stated in various previous studies, for instance by Sholihah (2019) in their research which reported that PBL was proven to be effective in increasing students' Higher Order Thinking Skills (HOTS). In this case, reasoning ability is part of HOTS, so that the findings in this study have succeeded in strengthening previous research. Apino and Retnawati (2017) also reported that the problem-solving based learning can develop students' higher order thinking skills. This is one of them can be facilitated through the implementation of PBL models in setting Learning Cycle 5E, as was done in this research.

After the next introduction, the teachers and education personnels' core and the teachers and education personnels' partnerships created the lesson plans using the ABCD5E learning model. The teachers and education personnels' or the teachers and education personnels Partners submitted a request to learn their lessons in kindergarten through online educational in Labschool Unnes Kindergarten. Even though during the COVID-19 pandemic, the program to increase

and equalize the quality of the Early childhood's teachers and education personnels was still implemented. On the implementation that carried out by the teachers and education personnels' essence of Labschool Unnes Kindergarten in three regions, whic are Pemalang, Tegal and Brebes.

In 2020, early childhood education certainly had big challenges; it needs the teachers' skills to provide the quality education (Dias et al., 2020). During the COVID-19 pandemic, there're also many studies that discuss the challenges that early childhood teachers must overcome (Atiles et al., 2021). The COVID-19 pandemic outbreak, a disaster that shocked the whole world, has affected various aspects of people's live (Hasanah, et. all, 2021). The teachers and education personnels' core who has the mission of improving the quality of the teachers and education personnels' partners from the three regions to become tough or hardiness teachers. It is a complicated thing for teachers when the situation suddenly changes during the covid 19 pandemic and required to adjust it (Mutton, 2020).Kobasa explained that the hardiness showed their commitment, control and challenge. So in a strong soul there is a commitment, an understanding that has the purpose and never give up. Then, control is to understand the existence of him/herself that it can influence the events in his life, and the challenge means we believe that there are changes in life, and it is a normal part of life (Muhammad Arsyad, 2017). In the pocket book of Resilient Psychosocial Support for Teachers and Students during the COVID-19 pandemic, stated that there is a personal protective factor, namely Resilience. Resilience is a person's ability to survive and rise in times of crisis or difficult times. (Indasari, 2020).

2. Literature Review

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the world of education (Öner & Yaman, 2020); this model is a constructive instruction model (Turan, 2021). In implementing a mission so that children are active in learning so that can achieve the learning objective which is not easy when the teacher does not have the right instructions (Garcia I Grau et al., 2021). 5E MODEL (Engagement, Exploration, Explanation, Elaboration and Evaluation) or 5E Cycle discovered by Robert Karplus in its development was developed by Robert Bybee.

The learning cycle is a way to structure inquiry and occurs in several sequential phases. A learning cycle moves children through a scientific investigation by encouraging them first to explore materials, then construct a concept, and finally apply or extend the concept to the situations. Let us begin by examining three phases of the learning cycle: (1) exploration, (2) concept development, and (3) expansion (Marek, 2008), this means that the Learning Cycle model initially consists of three stages, the three stages include exploration, introduction, and application concept. This model was first developed by Robert Karplus in the Science Curriculum Improvement Study / SCIS".

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The activities of designing and conducting experiments, hypothesis testing, data collection to solve the problem. c) Explanation providing an opportunity to demonstrate: Understanding of their concepts, process skills and behavior. Discussion to analyze the data/ information collected. The facilitator in this case is the teacher providing a formal definition and scientific explanation. d) Elaboration: Facilitating the students to apply the concepts obtained from the activities carried out into new situations or problems. Students can be re-involved in discussion activities and information seeking so that they can solve problems. e) Evaluation: The teachers seek to find out the quality and quantity of the achievement of students' understanding of the topics they have learned. The teachers ask questions and make students respond orally or in writing,

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"In his study on the 5E learning model, observed that the students in this model were more active and motivated than the students in lecture-based classrooms and that these students could find opportunities to share their knowledge and experiences." Pada tahap pertama (engagement) anak didik harus termotivasi dalam kegiatan (Schallert et al., 2020). Through this engagement, students will be more interested and involve the topic of discussion as well (Eisenkraft, 2003). Students also have the opportunity to solve when there is a misconception from previous knowledge (Sarı et al., 2017).

Students get the opportunity to share their experiences and knowledge with each other. Sharing each other and gaining the knowledge and experience. Knowledge and experience in solving problems also appear in the learning design. This is also in accordance with the statement of S. Balci (2005) on the results of various studies on the application of the 5E learning model, namely. Besides, research has supported the effectiveness of the learning cycle in encouraging students to think creatively and critically, facilitating a better under- standing of scientific concepts, developing positive attitudes toward science, improving science process skills, and cultivating advanced reasoning skills (Shofwan, et. all, 2021).

The similar thing has been stated in various previous studies, for instance by Sholihah (2019) in their research which reported that PBL was proven to be effective in increasing students' Higher Order Thinking Skills (HOTS). In this case, reasoning ability is part of HOTS, so that the findings in this study have succeeded in strengthening previous research. Apino and Retnawati (2017) also reported that the problem-solving based learning can develop students' higher order thinking skills. This is one of them can be facilitated through the implementation of PBL models in setting Learning Cycle 5E, as was done in this research (Yuliani, N. at all., 2017). Children's skills in thinking to give criticism will be trained with this 5E model, (Anggraeni & Suratno, 2021). Children will also be more excited to ask questions (Schallert et al., 2020) as well as learning outcomes are also proven to be better (Kaniawati et al., 2017). After the next introduction, the teachers and education personnel's' core and the teachers and education personnel's' partnerships created the lesson plans using the ABCD5E learning model. The teachers and education personnel's' or THE TEACHERS AND EDUCATION PERSONNELS Partners submitted a request to learn their lessons in kindergarten through online educational in Labschool Unnes Kindergarten.

Even though during the COVID-19 pandemic, the program to increase and equalize the quality of the early childhood's teachers and education personnel was still implemented. On the implementation that carried out by the teachers and education personnel's' essence of Labschool Unnes Kindergarten in three regions, which are Pemalang, Tegal and Brebes. The teachers and education personnel's core who has the mission in improving the quality of the teachers and education personnel's' partners from the three regions to become tough or hardiness teachers. Kobasa explained that the hardiness showed their commitment, control and challenge. So in a strong soul there is a commitment, an understanding that has the purpose and never gives up. Then, control is to understand the existence of him/herself that it can influence the events in his life, and the challenge means we believe that there are changes in life, and it is a normal part of life (Muhammad Arsyad, 2017). In the pocket book of Resilient Psychosocial Support for Teachers and Students during the COVID-19 pandemic, stated that there is a personal protective factor, namely Resilience. Resilience is a person's ability to survive and rise in times of crisis or difficult times. (Indasari, 2020)

3. Methods

This study used a qualitative approach. Qualitative methods can be explained as followed: 1) In-depth interviews with individuals and small groups; 2) Systematic behavior; 3) Documentary data analysis (Darlington & Scott, 2002). The steps to conduct interviews with Teachers and Educational personnel Core and Teachers and Educational personnel Partners about how to apply the ABCD5E learning model in the partnership program, Observation of the implementation in learning by applying the ABCD5E model, Observations were also carried out on complete documents on learning tools, photos and videos.

4. Data Collection

Data collection techniques used in this research were observation, in-depth interviews and document study. Observation and interview were conducted with partner teacher in the city of Pemalang, Tegal and Brebes. The observation was made by conducting direct visits to schools. Observation aims to adapt to the educational environment by witnessing firsthand how the teachers apply the ABCD5E learning model in the implementation of Teaching and Learning Activities. The interview was carried out to determine the extent of the ease and difficulty in implementing the ABCD5E learning model. The document study is used to find out how the partner teachers can arrange learning medias in the form of lesson plans and evaluation tools.

5. Results and Discussion

5.1 Table of the Result

The results in manifesting tough teachers with the application of the ABCD5E model in the program to increase and equalize the teachers and education personnel of Early Childhood Education during the COVID-19 pandemic are shown in the following table.

Table 1. The Result in manifesting tough teachers with the application of the ABCD5E model in the program to increase and equalize the teachers and education personnel's of Early Childhood Education during the COVID-19 pandemic

The Results of Teachers and Education Personnel Partners of Pemalang town	The Results of Teachers and Education Personnel Partners of Tegal town	The Results of Teachers and Education Personnel Partners of Brebes town
a. Resilient/downright in improving the learning quality during the Covid 19 pandemic with the ABCD5E learning model b. Tough/resilient in solving prob-lems related to learning process during the Covid19 pandemic with the ABCD5E learning model c. Tough/Resilient as partners in the Improvement and Equity program of the teachers and education personnels' Quality of Early Childhood Education d. Tough in writing down his/her good experiences entitled	a. Resilient/downright in improving the learning quality during the Covid 19 pandemic with the ABCD5E learning model class. The teachers and education personnels' partner is able to plan, implement and evaluate the learning that contained literacy, numeracy, PPK and 4C. b. Resilient in solving problems related to learning process during the COVID-19 pandemic when the lack of PJJ children's motivation c. Resilient as partners in the Improvement and Quality Equity program of teachers and education	a. Resilient in improving the learning quality during the COVID-19 pandemic through classes with the ABCD5E model, The teachers and education personnels' partner is able to plan, implement and evaluate the learning that contained literacy, numeracy, PPK and 4C. b. Resilient in solving problems related to learning process during the COVID-19 pandemic when children's motivation was less interactive in communicating while learning

"The strategy of involving parents in the learning process study from home / learn from home (STD/ LFH) by applying the ABCD5E learning model at Satria Gombong Kindergarten during the Covid 19 pandemic."	personnels' Quality of Early Childhood Education d. Tough in writing down his/her good experiences entitled " The Application of ABCD5E Learning Model through Virtual Classroom to Enhance Children's Motivation in study from home / learn from home (std / lfh) at aba mejasem barat kindergarten, tegal "	c. Resilient as partners in the Improvement and Quality Equity program of teachers and education personnels' Quality of Early Childhood Education d. Tough in writing his/her good experiences entitled "Building the Childrens' Ability of Pertiwi Dukuh Ringin Kindergarten to Communicate through the Application of the ABCD5E Learning Model"

The results showed that after going through the on the job learning activities and 2 in partnerships, each teachers and education pesonnels/the teachers and education personnels Partner has been good at creating Lesson Plans ABCD5E learning models. The lesson plans that were created and implemented contain Literacy, numeracy, PPK and 4C. Not only the lesson plans, evaluation / assessment of KDP, 21st century competence and HOTS assessment from the OJL 1 experience can also be applied well. Likewise, the implementation of learning both in the teachers and education personnels' partnership of Pemalang, Tegal and Brebes districts. In addition to applying the ABCD5E learning model, the teachers and education personnels'/the teachers and education personnels's partners were able to reflect in order to improve quality and overcome problems found in each institution.

The following were good practices that have been implemented by the teachers and education personnels' partners. On 2nd OJL, by the teachers and education personnels' partners of Pemalang Regency applied some of the knowledge obtained from 1st OJL. What was learned through 1st OJL included making online classes through the Vicon class and the ABCD5E learning model which was tried to be practiced at the Satria Gombong Kindergarten institution as well. So as, the lesson plans were made by using the ABCD5E model. Partner teachers found it easy to formulate learning objectives. Likewise with the practice of implementing learning. Here, the teachers felt more about how a learning activity can be done in collaboration with parents. Teachers also found it easier to divide roles with the parents for cooperation in implementing learning.

The students' parents/guardians seemed enthusiastic in accompanying their sons and daughters to join the teaching and learning activities with teachers and education personnels' partnership from Pemalang. At first the partner teachers felt hard to involve the students' parents/guardians in learning process during the pandemic, however teachers and education personnels' partnership of Pemalang showed its resilience and has found ways to solve problems that found in their institutions through the application of knowledge from 1st OJL to 2nd OJL. In 2nd OJL, the teachers could plan learning process well, carry out learning well and evaluate learning with literacy, numeracy, KDP and 4C content.

The teachers were able to apply the learning process by containing knowledge literacy by observing video activities, reading literacy through recognizing letters in "kale" word arrangement. Capable in applying numeracy activities through counting the number of kale seeds planted and able to stimulate 21st century competence in Satria Gombong Kindergarten students through the Cycling 5E process. The formidable partner teacher compiled a good practice experience in overcoming this problem in a best practice entitled *The strategy of involving parents in the Study From Home/Learn From Home (STD/LFH) learning process by implementing the ABCD5E learning model at Satria Gombong Kindergarten during the Covid 19 pandemic.*

Likewise with the results of the teachers and education personnels' partners from Tegal district. The teachers and education personnels' partnership is able to identify previous problems. During the pandemic period, The teachers and education personnels' partnership began to see the lack of enthusiasm for children in participating in online learning. The children seemed excited to participate in learning activities with the Vitual class. This is an experience that has never been done before the partnership program existed. In the virtual classroom learning process, of course there are some obstacles, however the teachers and education personnels' partners from Tegal Regency on behalf of Ms. Windi Estika Sari is able to overcome them firmly. In starting this virtual class also requires steps that must be taken by the teachers and education personnels' partnership.

At first, Ms. Windi conducted outreach to the guardians of the students. It is of course requires good communication by the teachers and education personnels' partnership to the parents. Not only socialization and communication, of

course Ms. Windi took educational steps for students' parents or guardians related to the use of Android or PC device technology and applications in virtual classroom learning. The maximum effort has been made and learned with the ACBD5E model can be done with virtual classrooms. It was during the 2nd OJL process that the teachers and education personnels' partnership was able to identify problems and solve them properly. The formidable teachers and education personnels' partnership of Tegal Regency wrote a good practice experience in a best practice entitled "Application of ABCD5E Learning Model Through Virtual Classroom to Enhance Childrens' Motivation in Study From Home/Learn From Home (Std/Lfh) At Aba Kindergarten Mejasem Barat Tegal".

During the implementation of 2nd OJL the teachers and education personnels' partnership of Brebes ddistrict showed good work loyalty, always trying to apply the knowledge gained during the partnership program. Ms. Uce Winarni is the teachers and education personnels' partnership from Brebes district that is committed to participatee in mentoring activities in the partnership program. The teachers and education personnels' partnership can understand the ABCD5E learning model properly and convey it to their institutional friends with the knowledge of the principal. In this implementation, the teachers and education personnels' partnership also feel that they have found a solution of their students' problems so far.

Toughness even though the pandemic period, they're still trying to solve the problems faced. After understanding the ABCD5E learning model, The teachers and education personnels' partnership was able to solve their students' problems which had lack ability to communicate. Intractive learning between teachers and children, children with other children, the students of Pertiwi Dukuh Ringin Kidergarten often communicate through learning activities with stages of Enggagement, Explain, Exploration, Elaboration and Evaluation with the formulation of ABCD learning objectives. Through the Best Practices created which is entitled "Building The Children's Ability At Pertiwi Dukuh Ringin Kindergarten To Communicate Through The Application Of The ABCD5E Learning Model."

5.2 Graphical Results

The result of the research is also shown in the following graphic.

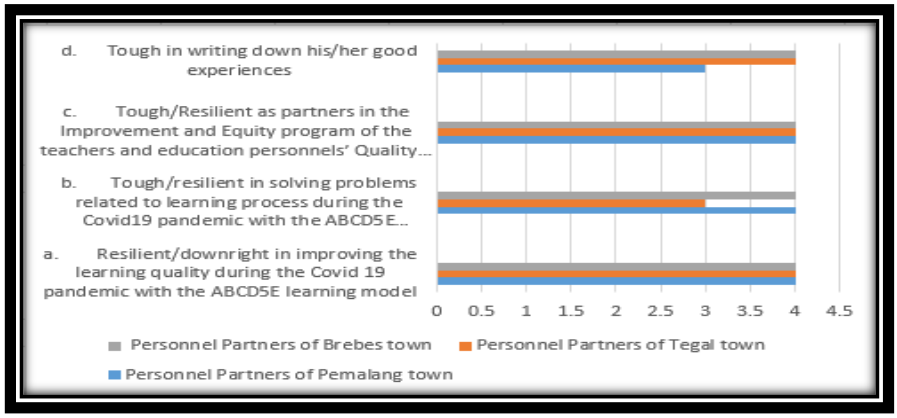

Figure 1. The graph of the resilience of Partners' Educator Teachers in the Improvement and Equity Program of Early Childhood Education's Educator Teachers

Noted: 1= no tough 2=less tough 3= tough enough 4= very tough

The results of the research based on the bar chart above indicated that there has been success in realizing the resilience of teachers and education personnels' Partners in each region. The improvement and equitable distribution of Early Childhood Education's teachers and education personnel can be achieved.

Each of which indicated the quality improvement, as follow:

a. Resilient/downright in improv-ing the learning quality during the Covid 19 pandemic with the ABCD5E learning model
b. Tough/resilient in solving problems related to learning process during the Covid19 pandemic with the ABCD5E learning model
c. Tough/Resilient as partners in the Improvement and Equity program of the teachers and education personnels' Quality of Early Childhood Education

d. Tough in writing down his/her good experiences entitled

6. Conclusion

The assistance of the teachers and education personnel's' core to the teachers and education personnel's partners in the program of improving and equalizing the quality of the Ministry of Education and Culture's teachers and education personnels through partnerships had shown good results. The teachers and education personnel's partners can absorb and apply the knowledge gained through On The Job Learning activities. Even though during the Covid 19 pandemic, the teachers and education personnel's partners remained resilient, enthusiastic, hard working, and never gave up to participate in the improvement of the quality of teachers and education personnels in the partnership program of the Ministry of Education and Culture in 2020. The teachers and education personnel's partnership strived to apply the knowledge gained, namely the ABCD5E learning model in its institution. In practice, the teachers and education personnel's partnership was able to solve problems that found in its institutions through the ABCD5E learning model as well.

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Biographies

Sri Wiji Handayani was born in Blora on August 3rd, 1984. Sri Wiji Handayani, apart from being a student at the Early Childhood Education postgraduate UNNES, is also a teacher at the Kindergarten Labschool Unnes. Sri Wiji Handayani is in Research and Development division at the UNNES Labschool. Several studies conducted simultaneously by carrying out duties as a teacher include prevention of sexual violence through "Aku dan Kamu" program with garseri boconkufilm media, the formation of environmental characters through the Tao bat conservation program, the scientific learning innovation with exploration strategy. Several books that have been published by Lap Lambert Publisher of Germany, one them is the Brainstorming method to stimulate kindergarten children in expressing ideas / opinions.

Lita Latiana is an Associate Professor in Early Childhood Education Department, Faculty of Education, Semarang State University (UNNES), Indonesia. She earned Bachelor of Education in Non Formal Education Department from Semarang State University, Masters of Law from Diponegoro University, and Doctor of Educational Management from Semarang State University. Her expertise and research interests are about Early Childhood Education Management, Parenting, Holistic Integrative Early Childhood Education, and Child Protection. She has published journal and conference papers relate to her expertise and interest namely Collaboration Supervision in Early Childhood Education, Holistic Integrative ECE and Family Education Modelling Development.

Yuli Kurniawati Sugiyo Pranoto, She is a lecturer at the Early Childhood Teacher Education Department, Faculty of Education, Universitas Negeri Semarang and the coordinator of the Master of Early Childhood Teacher Education Program, Pascasarjana, Universitas Negeri Semarang, Indonesia. She has a research interest in the field of Child Welfare (wellbeing). 2014 - now Lecturer at the Early Childhood Teacher Education Department Faculty of Education, Universitas Negeri Semarang 2017 - now Reviewer of a Sinta accredited national journal 2017 - now Coordinator of the Master of Early Childhood Teacher Education Program, Pascasarjana, Universitas Negeri Semarang 2018 - now Reviewer of a Scopus reputable international journal 2018 Visiting Lecturer in the National Child Development Research Centre, University Pendidikan Sultan Idris, Malaysia 2018 Visiting Lecturer in Kasetsart University, Thailand