



Parents' Understanding of Early Childhood Learning Principles During Learning from Home Policy

Nur Hazizah^{1*} 

^{1,2,3}Jurusan PG-PAUD, Universitas Negeri Padang, Padang, Indonesia

ARTICLE INFO

Article history:

Received December 08, 2021

Accepted March 23, 2022

Available online April 25, 2022

Kata Kunci:

Pemahaman, Orang Tua, Belajar Dari Rumah, Anak Usia Dini

Keywords:

Understanding, Parents, Learning From Home, Early Childhood



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Pandemi Covid-19 berdampak pada dikeluarkannya kebijakan belajar dari rumah. Penelitian ini bertujuan untuk menganalisis pemahaman orang tua terhadap prinsip-prinsip pembelajaran anak usia dini selama kebijakan belajar dari rumah. Metode penelitian ini menggunakan metode kuantitatif dengan pendekatan survei. Sampel penelitian menggunakan 100 wali siswa. Metode yang digunakan untuk mengumpulkan data yaitu observasi dan kuesioner. Instrumen yang digunakan dalam mengumpulkan data yaitu kuesioner. Teknik analisis data yang digunakan adalah deskriptif kualitatif dan analisis kuantitatif. Hasil survei menunjukkan bahwa 45% orang tua yang mengetahui bahwa kegiatan belajar harus berorientasi pada kebutuhan anak, 35% orang tua yang memahami bahwa kegiatan belajar anak akan lebih efektif dengan bermain, 69% orang tua menjawab bahwa lingkungan tidak kondusif, 72% orang tua belum mengetahui pembelajaran holistik dan terpadu dan tematik, pemahaman orang tua dalam mengembangkan kecakapan hidup adalah 32%, dan pemahaman tentang pentingnya penggunaan APE dalam menstimulasi anak adalah 44%. Hasil penelitian ini dapat disimpulkan bahwa pemahaman orang tua terhadap prinsip-prinsip pembelajaran anak usia dini termasuk dalam kategori rendah.

ABSTRACT

The Covid-19 pandemic has impacted the issuance of a study on home policy. This study aims to analyze parents' understanding of the principles of early childhood learning during the policy of learning from home. This research method uses quantitative methods with a survey approach. The research sample used 100 student guardians. The methods used to collect data are observation and questionnaires. The instrument used in collecting data is a questionnaire. The data analysis technique used is descriptive qualitative and quantitative analysis. The survey results show that 45% of parents know that learning activities must be oriented to children's needs, 35% of parents understand that children's learning activities will be more effective by playing, and 69% of parents answered that the environment is not conducive, 72% of parents have not known holistic and integrated and thematic learning, parents' understanding in developing life skills is 32%, and understanding of the importance of using APE in stimulating children is 44%. The results of this study show that parents' understanding of the principles of early childhood learning is included in the low category.

1. INTRODUCTION

The Covid-19 pandemic that has spread since the beginning of 2020 has changed the whole order of people's lives worldwide. Starting from health, economy, society, and even the education system. Education initially carried out in schools and face-to-face in class is finally carried out online and also BDR (D. Handayani et al., 2020; Shah et al., 2020; Yulia, 2020). Starting from PAUD to tertiary institutions, it is done online or by BDR. Of course, it is not something that is quickly adopted by the world community, especially in Indonesia, with drastic and rapid changes making everyone have to be ready to adapt, whether students, teachers, government and, of course, parents (Elfidawati, 2020; Mulyono et al., 2021; M. K. Sari, 2020). Not all distance learning systems can be adequately implemented and run smoothly (Albab, 2020; Hutauruk & Sidabutar, 2020; Rigianti, 2020). Especially for the level of early and primary education. At the initial level, namely at the early childhood education level, this is very challenging and causes many problems (Agustin et al., 2020; Mastoah & Zulaela, 2020). The problem is that the stimulation and education provided to children do not work or are carried out optimally (Mufaziah & Fauziah, 2020). It, of course, will hinder the development of children both skills and cognitive.

Early childhood education is where children receive education, especially in the form of stimulation to develop essential aspects of children's abilities to be able to develop and be independent as

*Corresponding author.

E-mail addresses: nur_hazizah@fip.unp.ac.id (Nur Hazizah)

early as possible (Husain & Kaharu, 2021; Maryatun, 2016; Putri et al., 2020). In early childhood education, the learning and education system differs from the level above or the next. Early childhood education has more specific principles. The goal is that children and children will more quickly absorb the stimuli given to children, grow and develop according to age, and master the competencies they should (Harahap et al., 2021; Khasanah & Fauziah, 2020; Euis Kurniati et al., 2020). The principles of PAUD learning are playing while learning, holistic and integrative, learning with thematic systems, a conducive environment, using various media, and developing life skills (Handayani et al., 2018; Sutini, 2013). This period is a golden age because children experience rapid growth and development and cannot be replaced in the future. Early childhood has different learning characteristics from elementary and high school level learning because early childhood grows and develops in many different ways. The characteristics of early childhood are curiosity, imagination, egocentric attitude, and short attention span (Marwiyati & Istiningsih, 2021; Rekysika & Haryanto, 2019; Sari et al., 2019). It causes the need for supervision and education in early childhood.

The current learning activity that is obtained in early childhood is online learning. It is due to the covid-19 pandemic, which requires learning to be done online (Koedoes et al., 2020; Suhendro, 2020). Early childhood learning activities carried out online require special supervision from parents. Based on the findings of previous research, it was found that the problem was that parents had difficulty supervising children learning online (Agustin et al., 2020; Sopiah, 2021). Problems arising with this BDR system include giving too early stimulation to early childhood that is not optimal and optimal (Mastoah & Zulaela, 2020; Primasari & , Zulela, 2019). It is because parents with no background as PAUD educators must carry out learning for children at home. Of course, parents' understanding of how to educate them is not much and supportive. To teach or stimulate children, it is necessary to understand in advance how the rules and principles must be considered by those who teach, namely parents. In addition, other obstacles are time and an environment that is not conducive at home, where there are still many people and school-age children, both online or BDR schools, inadequate facilities and infrastructure and media, which are usually provided by schools for use. by children. Moreover, many parents do tasks that children have to do themselves so that their life skills and abilities do not develop and still depend on their parents (Mastoah & Zulaela, 2020; Wardani & Ayriza, 2020).

Parents are the primary and first educators for their children because, from the family, children receive education (Harahap et al., 2021; Euis Kurniati et al., 2020). Parents are the most vital component in implementing education during this pandemic. Usually, parents entrust their children's education and learning process to the school. They must help and supervise the implementation of their children's education (Lilawati, 2020; Ramdan & Fauziah, 2019). Parents are one component in the education centre besides schools and the community in providing educational stimulation to their children. However, parents carry out the teaching and learning process as an informal education centre for their children. Parental education for their children is education based on affection (Irma et al., 2019; Rizqi & Sumantri, 2019; Wahyuni & Purnama, 2020). To produce a strong and quality next generation, it is necessary to have a consistent and continuous effort from parents in carrying out the task of nurturing, nurturing and educating their children both physically and mentally until the child is an adult (Junianto & Wagiran, 2013; Kaloka, 2017). Teachers in schools design the BDR learning system, and its implementation is coordinated with parents at home.

Previous research findings also state that parents play a critical role in early childhood development (Adhimah, 2020; E. Kurniati et al., 2020). The findings of previous research also stated that online learning for early childhood should be supervised by parents so that children have no difficulty learning online (Agustin et al., 2020; Mastoah & Zulaela, 2020; Wardani & Ayriza, 2020). It causes parents to need an understanding of the Principles of Early Childhood Learning While Learning from Home. There is no study on Parents' Understanding of the Principles of Early Childhood Learning During Learning from Home. The above phenomenon became the focus of researchers to analyze parents' level of understanding. This study aims to analyze parents' understanding of the principles of early childhood learning while learning from home. This study surveyed to see the understanding of parents or guardians of students at the initial level or the level of early childhood education on the principles of early childhood learning when accompanying or carrying out learning activities from home.

2. METHOD

The method in this writing uses a quantitative method with a survey approach, the population of early childhood guardians throughout the city of Padang, and the sample uses 100 guardians of students from the district of Koto Tengah, Padang City. The data collection technique was carried out using a

questionnaire distributed through the google form link. The methods used to collect data are observation and questionnaires. This instrument consists of the following components which are presented in [Table 1](#).

Table 1. Research Instruments

No	Instrument Component	Item Statement
1	Learning oriented to children's needs Implementing	learning with children at home oriented to children's needs Study at home based on children's interests
2	Learning while playing is carried out Learning	activities with children are carried out through play activities Do you know the purpose of playing in early childhood learning?
3	A conducive and supportive environment The learning	environment when learning from home supports children's learning activities during DBR Communication with children during the most advanced learning can be responded to by children well
4	Learning thematically	Materials presented to children thematically
5	Developing life skills	Children carry out tasks on their own without the help of parents Parents always help children make assignments given by the teacher
6	Use of supporting media educative	The media used is available at home to support children's understanding when explaining a concept Do you know the benefits of media educative while studying

The questionnaire distributed to parents uses a dichotomous questionnaire that uses two answers, namely "yes" and "no". Then the data obtained is calculated using the Arikunto percentage formula. Categories of parental understanding of the principles of early childhood learning using categories are presented in [Table 2](#). The technique used to analyze the data is descriptive qualitative and quantitative analysis.

Table 2. Categories of Parents' Understanding

No	Percentage	Category Understanding
1	< 21%	Very Low
2	21% - 40%	Low
3	41% - 60%	Fairly High
4	60% - 80%	High
5	81% - 100%	Very High

3. RESULTS AND DISCUSSION

Result

A pandemic condition that requires almost two years of learning activities to be carried out online or BDR, this situation makes the stimulation that early childhood gets in development and mastery of the basic aspects of their development. The success or failure of the stimulation given to children is very dependent on parents' understanding of conveying and implementing learning to children, besides that, parents' understanding of the principles that must be obeyed and known when carrying out learning activities with children is also determined. The results of the survey that the researchers conducted by distributing online questionnaires using Google Foam obtained data on parents' understanding of the first component, namely learning oriented to children's needs. The graph of parents' understanding of the principles of PAUD learning is presented in [Figure 1](#).

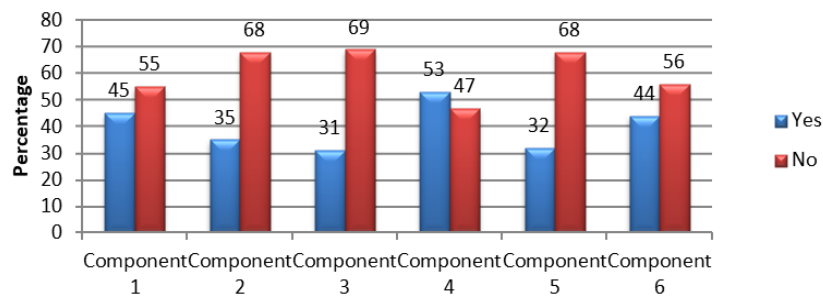


Figure 1. Graph of Parents' Understanding of Early Childhood Learning Principles

The graph above explains the percentage of survey results that the researchers conducted on the understanding of parents of early childhood who implement the learning system with BRD during this covid-19 pandemic. It can be seen in component 1, which is learning oriented to children's needs, 45% of parents answered that they carried out learning that was oriented to children's needs and 55% answered no. In component 2, namely learning while playing, 35% answered yes and 68% answered no, while in component 3, which is a conducive and supportive environment, 69% answered no and 31% answered yes. In category 4 the results of the percentage of parents' understanding of thematic and integrative learning 53% answered no and the remaining 47% answered yes. For component 5, the percentage of the results on parental understanding regarding developing Life Skills, the percentage who answered yes was quite low at 32% and those who answered no were 68%, and also for the last component, component 6 regarding the use of media and APE which supported 34% answered yes. and 66% answered no.

Based on the description of the data obtained from the results of a survey conducted to 100 guardians or parents of early childhood, it can be seen that parents' understanding of the principles of learning in early childhood in several categories is quite high. It can be seen in component 1, namely the understanding of parents that the importance of children learning to be oriented to their needs is in a fairly high category. In component 2, namely the understanding of parents that children learn while playing in the low category, while in component 3, which is a conducive and supportive environment in the low category, in component 4 thematic and integrative learning is quite high. For component 5, parents' understanding of developing life skills is in the low category and the last component, component 6 regarding the use of supportive educational media, is in the fairly high category.

Discussion

Based on the description of the data obtained from a survey conducted with 100 PAUD guardians or parents, it can be seen that parents' understanding of the principles of learning in PAUD in several categories is relatively high. Early childhood learning activities carried out online require special supervision from parents. Early childhood education is where children receive education, especially in the form of stimulation to develop essential aspects of children's abilities to be able to develop and be independent as early as possible (Husain & Kaharu, 2021; Maryatun, 2016; Putri et al., 2020). Parents are the primary and first educators for their children because, from the family, children receive education (Harahap et al., 2021; Euis Kurniati et al., 2020). Children's parental education is based on affection (Irma et al., 2019; Rizqi & Sumantri, 2019; Wahyuni & Purnama, 2020). Parents' attitudes and behaviour will be imitated and used as provisions in the behaviour of children. Therefore, parents must be careful in making themselves role models for their children and being active and creative in improving their abilities so that they can educate and guide their children so that children can imitate the positive behaviour that parents do. The characteristics of early childhood are that they have a great curiosity, so parents are obliged to become facilitators who facilitate and guide students in learning.

In addition, the role of parents as a substitute for teachers at home in guiding their children during the distance learning process. The roles of parents during Distance Learning (PJJ) are: first, parents have a role as teachers at home. Parents can guide their children in learning remotely from home so that children can understand learning well (Agustin et al., 2020; Wardani & Ayriza, 2020). Second, parents as facilitators. Parents have a duty as facilities and infrastructure for their children in carrying out distance learning (Mastoah & Zulaela, 2020; Suhendro, 2020). Third, parents as motivators. Parents can give their children enthusiasm and support in learning so that they have the enthusiasm to learn and achieve exemplary achievements (Yulianingsih et al., 2020; Zaini & Soenarto, 2019). Parents can also provide opportunities for children to discover interests, talents, and other skills and encourage children to ask

teachers for guidance and advice. For parents who spend part of their time working outside the home, it does not mean they are not obliged to accompany and accompany their children when they are at home (Handayani et al., 2021; Wardani & Ayriza, 2020). Even though it is only for a bit, parents can provide quality attention by focusing on accompanying children, such as listening to stories. It certainly can help students in learning.

The results of this study show that parents' understanding of the principles of early childhood learning is included in the low category. It is one of the causes of stimulation to develop essential critical aspects of children is very low or not optimal. The principles of PAUD learning need to be known by teachers and parents so that the stimulation provided can optimize children's competencies, help children recognize concepts quickly, and master skills so that children are ready to continue to a higher level (Lonanda et al., 2015; Wijayanti & Fauziah, 2020). Thus, there is a need for socialization among parents so that they know that to provide stimulation in learning in early childhood. Children must be equipped with insight into how and what early childhood learns and the rules or principles of learning so that parents can assist the planned stimulation during BDR by the teacher in realizing or implementing it at home quickly.

4. CONCLUSION

It can be concluded that parents' understanding of learning principles is low. The understanding of parents that the importance of children's learning is oriented to their needs is in a reasonably high category. Parents' understanding that children learn while playing is in a low category. A conducive and supportive environment in the low category. Thematic and integrative learning is relatively high. Parents' understanding of the development of life skills in categories. The use of media and APE supporters is in the reasonably high category.

5. ACKNOWLEDGMENTS

Thank you to the Padang State University for providing encouragement in making scientific papers. and thanks also to the guardians of early childhood students in the Koto Tengah Padang sub-district who helped in providing data in writing this article

6. REFERENCES

- Adhimah, S. (2020). Peran Orang Tua dalam Menghilangkan Rasa Canggung Anak Usia Dini (Studi Kasus di Desa Karangbong RT. 06 RW. 02 Gedangan-Sidoarjo). *Jurnal Pendidikan Anak*, 9(1), 57–62. <https://doi.org/10.21831/jpa.v9i1.31618>.
- Agustin, M., Puspita, R. D., Nurinten, D., & Nafiqoh, H. (2020). Tipikal Kendala Guru PAUD dalam Mengajar pada Masa Pandemi Covid 19 dan Implikasinya. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 334–345. <https://doi.org/10.31004/obsesi.v5i1.598>.
- Albab, S. U. (2020). Analisis Kendala Pembelajaran E-Learning pada Era Disrupsi di SMK Terpadu Al-Islahiyah Singosari Malang. *Mudir: Jurnal Manajemen Pendidikan*, 2, 46–57. <https://doi.org/10.55352/mudir.v2i1.105>.
- Elfidawati. (2020). Peningkatan Kedisiplinan dan Kualitas Pembelajaran Guru pada Masa Pandemi Covid-19 Melalui Supervisi Akademik Di SD 009 Kuala Terusan Pangkalan Kerinci. *Jurnal Kepemimpinan Dan Kepengurusan Sekolah*, 5(2), 171–179. <https://doi.org/10.34125/kp.v5i2.564>.
- Handayani, D., Hadi, D. R., Isbaniah, F., Burhan, E., & Agustin, H. (2020). Corona Virus Disease 2019. *Jurnal Respiriologi Indonesia*, 40(2), 119–129. <https://doi.org/10.36497/jri.v40i2.101>.
- Handayani, I., Muhsinat, A., & Asri, A. N. (2021). Peran Guru dan Orangtua dalam Mengatasi Kesulitan Belajar Matematika Anak Slow Learner di Masa Pandemi Covid-19. *Jurnal Pedagogi Dan Pembelajaran*, 4(2). <https://doi.org/10.23887/jp2.v4i2.36014>.
- Handayani, Purwadi, & Prasetyawati. (2018). Upaya Meningkatkan Kecerdasan Musikal Anak Usia Dini Melalui Permainan Alat Musik Tradisional Angklung pada Anak Kelompok B RA Karakter Semarang. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 7(2). <https://doi.org/10.26877/paudia.v7i2.3272>.
- Harahap, S. A., Dimiyati, D., & Purwanta, E. (2021). Problematika Pembelajaran Daring dan Luring Anak Usia Dini bagi Guru dan Orang tua di Masa Pandemi Covid 19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1825–1836. <https://doi.org/10.31004/obsesi.v5i2.1013>.
- Husain, R., & Kaharu, A. (2021). Menghadapi Era Abad 21: Tantangan Guru Pendidikan Anak Usia Dini di Kabupaten Bone Bolango. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 85–92.

- <https://doi.org/10.31004/obsesi.v5i1.527>.
- Hutauruk, A., & Sidabutar, R. (2020). Kendala Pembelajaran Daring Selama Masa Pandemi di Kalangan Mahasiswa Pendidikan Matematika: Kajian Kualitatif Deskriptif. *Journal of Mathematics Education and Applied*, 02(01), 45–51. <https://doi.org/10.36655/sepren.v2i1.364>.
- Irma, C. N., Nisa, K., & Sururiyah, S. K. (2019). Keterlibatan Orang Tua dalam Pendidikan Anak Usia Dini di TK Masyithoh 1 Purworejo. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 214. <https://doi.org/10.31004/obsesi.v3i1.152>.
- Junianto, D., & Wagiran, W. (2013). Pengaruh Kinerja Mengajar Guru, Keterlibatan Orang Tua, Aktualisasi Diri dan Motivasi Berprestasi Terhadap Prestasi. *Jurnal Pendidikan Vokasi*, 3(3), 307–319. <https://doi.org/10.21831/jpv.v3i3.1845>.
- Kaloka, R. A. (2017). Parental Mediation pada Anak Saat Menonton Televisi dengan Rating Guide Bimbingan Orang Tua (R-Bo). *Interaksi: Jurnal Ilmu Komunikasi*, 5(1), 62–67. <https://doi.org/10.14710/interaksi.5.1.62-67>.
- Khasanah, B. L., & Fauziah, P. (2020). Pola Asuh Ayah dalam Perilaku Prosocial Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 909–922. <https://doi.org/10.31004/obsesi.v5i1.627>.
- Koedoes, Y. A., Abubakar, S. R., Nadzirin, M., & Nur, A. (2020). Solusi Pembelajaran Anak Usia Dini pada Masa Pandemi Covid-19. *Jurnal Pengabdian Masyarakat Ilmu Terapan*, 2(2). <https://doi.org/10.33772/jpmit.v2i2.14856>.
- Kurniati, E., Nur Alfaeni, D. K., & Andriani, F. (2020). Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 241. <https://doi.org/10.31004/obsesi.v5i1.541>.
- Kurniati, Euis, Nur Alfaeni, D. K., & Andriani, F. (2020). Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 241. <https://doi.org/10.31004/obsesi.v5i1.541>.
- Lilawati, A. (2020). Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 549. <https://doi.org/10.31004/obsesi.v5i1.630>.
- Lonanda, S., Yolamalinda, & Stevi. (2015). Pengaruh Kesiapan Belajar, Lingkungan Belajar dan Peranan Orangtua Terhadap Hasil Belajar Ekonomi Siswa Kelas IPS di SMA PGRI 4 Padang. *Journal of Economic and Economic Education*, 5(2), 178–190. <https://doi.org/10.1017/CBO9781107415324.004>.
- Marwiyati, S., & Istiningasih, I. (2021). Pembelajaran Saintifik pada Anak Usia Dini dalam Pengembangan Kreativitas di Taman Kanak-Kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1). <https://doi.org/10.31004/obsesi.v5i1.508>.
- Maryatun, I. B. (2016). Peran Pendidik Paud dalam Membangun Karakter Anak. *Jurnal Pendidikan Anak*, 5(1), 747–752. <https://doi.org/10.21831/jpa.v5i1.12370>.
- Mastoah, I., & Zulaela. (2020). Kendala Orang Tua dalam Mendampingi Anak Belajar pada Masa Covid 19 di Kota Serang. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 5(2), 121–128. <https://doi.org/10.32678/as-sibyan.v5i2.3663>.
- Mufaziah, E., & Fauziah, P. (2020). Kendala Orang Tua dalam Mendidik Anak Usia Dini pada Saat Pandemi Covid 19. *Jurnal Obsesi*, 5(2). <https://doi.org/10.31004/obsesi.v5i2.746>.
- Mulyono, H., Suryoputro, G., & Jamil, S. R. (2021). The Application of WhatsApp to Support Online Learning During The COVID-19 Pandemic in Indonesia. *Heliyon*, 7(8), e07853. <https://doi.org/10.1016/j.heliyon.2021.e07853>.
- Primasari, I. F. N. D., & , Zulela, F. (2019). Model Mathematics Realistic Education (RME) pada Materi Pecahan di Sekolah Dasar. *Jurnal Basicedu*, 1(1), 1–9. <https://doi.org/10.31004/basicedu.v5i4.1115>.
- Putri, L. A. D., Yetti, E., & Hartati, S. (2020). Pengaruh Keterlibatan Orangtua dan Regulasi Diri terhadap Perilaku Bullying Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2). <https://doi.org/10.31004/obsesi.v4i2.438>.
- Ramdan, A. Y., & Fauziah, P. Y. (2019). Peran Orang Tua dan Guru dalam Mengembangkan Nilai-Nilai Karakter Anak Usia Sekolah Dasar. *Jurnal Pendidikan Dasar Dan Pembelajaran*, 9(2), 100. <https://doi.org/10.25273/pe.v9i2.4501>.
- Rekysika, N. S., & Haryanto, H. (2019). Media Pembelajaran Ular Tangga Bilangan untuk Meningkatkan Kemampuan Kognitif Anak Usia 5-6 Tahun. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 10(1), 56–61. <https://doi.org/10.17509/cd.v10i1.16000>.
- Rigianti, H. A. (2020). Kendala Pembelajaran Daring Guru Sekolah Dasar di Kabupaten Banjarnegara. *Orphanet Journal of Rare Diseases*, 21(1), 1–9. <https://doi.org/10.31316/esjurnal.v7i2.768>.

- Rizqi, A. T., & Sumantri, M. (2019). Hubungan Antara Motivasi Belajar Dan Pola Asuh Orang Tua terhadap Hasil Belajar IPA. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 3(2), 145–154. <https://doi.org/10.23887/jipp.v3i2.18071>.
- Sari, C. R., Hartati, S., & Yetti, E. (2019). Peningkatan Perilaku Sosial Anak melalui Permainan Tradisional Sumatera Barat. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(2). <https://doi.org/10.31004/obsesi.v3i2.225>.
- Sari, M. K. (2020). Sosialisasi tentang Pencegahan Covid-19 di Kalangan Siswa Sekolah Dasar di SD Minggiran 2 Kecamatan Papar Kabupaten Kediri. *Jurnal Karya Abdi*, 4(1), 80–83. <https://doi.org/10.22437/jkam.v4i1.9821>.
- Shah, K., Arfan, M., Mahariq, I., Ahmadian, A., Salahshour, S., & Ferrara, M. (2020). Fractal-Fractional Mathematical Model Addressing The Situation of Corona Virus in Pakistan. *Results in Physics*, 19, 103560. <https://doi.org/10.1016/j.rinp.2020.103560>.
- Sopiah, C. (2021). Dampak Pembelajaran Online terhadap Pendidikan Karakter Anak Usia Dini. *Jurnal Jendela Bunda Program Studi PG-PAUD Universitas Muhammadiyah Cirebon*, 8(2), 22–31. <https://doi.org/10.32534/JJB.V8I2.1719>.
- Suhendro, E. (2020). Strategi Pembelajaran Pendidikan Anak Usia Dini di Masa Pandemi Covid-19. *Jurnal Golden Age*, 5(3), 133–140. <https://doi.org/10.14421/jga.2020.53-05>.
- Sutini, A. (2013). Penggunaan Media Alam Sekitar dengan Metode Kreatif untuk Merangsang Motorik Anak Usia Dini Melalui Gerak dan Lagu. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 4(1), 1–15. <https://doi.org/10.1016/j.soin.2013.08.016>.
- Wahyuni, S., & Purnama, S. (2020). Pengembangan Religiusitas melalui Metode Kisah Qur'ani di Taman Kanak-Kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 103. <https://doi.org/10.31004/obsesi.v5i1.523>.
- Wardani, A., & Ayriza, Y. (2020). Analisis Kendala Orangtua dalam Mendampingi Anak Belajar di Rumah pada Masa Pandemi Covid-19. *Jurnal Pendidikan Anak Usia Dini*, 5(1). <https://doi.org/10.31004/obsesi.v5i1.705>.
- Wijayanti, R. M., & Fauziah, P. Y. (2020). Perspektif dan Peran Orangtua dalam Program PJJ Masa Pandemi Covid-19 di PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1304–1312. <https://doi.org/10.31004/obsesi.v5i2.768>.
- Yulia, H. (2020). Online Learning to Prevent The Spread of Pandemic Corona Virus in Indonesia. *ETERNAL (English Teaching Journal)*, 11(1). <https://doi.org/10.26877/eternal.v11i1.6068>.
- Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan Orangtua dalam Pendampingan Belajar Anak selama Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138–1150. <https://doi.org/10.31004/obsesi.v5i2.740>.
- Zaini, M., & Soenarto, S. (2019). Persepsi Orangtua Terhadap Hadirnya Era Teknologi Digital di Kalangan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 254. <https://doi.org/10.31004/obsesi.v3i1.127>.