

Portrait Of Distance Learning For Early Children Aged 5-6 Years During The Covid-19 Pandemic In Ra Al-Muawanah, Cilandak Barat

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Abstract

This study aims to identify and obtain portrait information on the online teaching and learning process at home during the Covid-19 pandemic. Group B or children aged 5-6 years. This research uses qualitative research with descriptive method. The data collection techniques used are observation, interviews and documentation techniques. The data in this study were obtained from observations of parents, school principals, teachers, and children as primary data and interviews with parents, school principals, teachers and children and documentation collection as secondary data. The steps used by the researcher in analyzing the data are the first pre-field stage, then the implementation of the research and finally concluding the data. The results showed that (1) In the planning and implementation process of online learning for early childhood at RA Al-Muawanah, Cilandak Barat Village, the planning made by the principal and teachers had gone well. However, the reality on the ground is when parents do not carry out optimally and become less effective learning. The online learning process is carried out through zoom and google duo by utilizing groups on whatsapp, (2) In the online learning process parents experience problems or obstacles first, problems related to the internet, second, problems related to parental involvement in the online learning process, third, problems related to the patience of parents in guiding children during online learning, fourth, problems related to the limitations of EDUCATIONAL LEARNING TOOLS, (3) The solution to overcome the problems of online learning is first, the school provides free quota facilities for parents who use personal quotas, second, the school provides understanding to parents to ask their children to study at the nearest teacher's house, third, parents can give rewards or praise for the efforts of their children who have done online learning, fourth, teachers can design EDUCATIONAL LEARNING TOOLS or educational games that are more varied and not monotonous when playing it.

Keywords: Online Learning Problems, Covid-19 Pandemic

A. PENDAHULUAN

The Covid-19 pandemic in Indonesia has experienced a drastic increase in numbers. On June 11, 2020, the World Health Organization (WHO) announced 35,295 confirmed cases of Covid-19, of which 2,000 cases died and 12,636 cases recovered from 424 districts/cities throughout 34 provinces (WHO, 2020). This is not the first time that conventional educational activities have been discontinued. The Corona Severe Acute Respiratory Syndrome (SARS CoV) virus also had a negative impact on conventional educational activities in a large number of countries around the world and not only SARS-CoV but the H1N1 flu outbreak also had a negative impact on educational activities in 2009. Likewise, it forced academic experts to consider reverting to the traditional way of face-to-face learning and they are starting to consider distance learning as a viable option to fill the classroom is not valid for three to four months, thereby reducing the risk of infection for learners for further activities. (Muhammad Adnan, 2020)

The current Covid-19 virus in Indonesia has an impact on all aspects of the activities carried out by the community. The impact of the Covid-19 virus occurs in various fields such as social, economic, tourism and education. Circular issued by the government on March 18, 2020, all indoor and outdoor activities in all sectors are temporarily postponed in order to reduce the spread of the corona virus, especially in the field of education. On March 24, 2020 the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid, in the Circular it was explained that the learning process was carried out at home through online/distance learning to provide a learning experience. meaningful for students.

This action is done to prevent the spread of the outbreak due to massive interactions. Thus making the world of education in distance learning readiness that has been set by the government almost non-existent. Therefore, teachers have an obligation to create and make learning that is in accordance with aspects of early childhood development. Because, the direct learning system is almost very different from the distance learning system. (Mirzon Daheri, 2020). The conventional learning system implemented by some teachers is slowly being replaced by various learning applications through online media that can provide space for direct interaction between teachers and students without having to meet in person.

In conditions like this, students' learning motivation decreases because every time they are only faced with a screen containing writing. Students do not have the freedom and ability to explore understanding of the material that has been presented. This condition is a condition where students must quickly adapt, more precisely in emergency learning. Therefore, the teacher must make the concept of

learning as attractive as possible so that students do not feel bored, even learning does not meet the standard teaching hours like normal conditions. (D.S. Bestiantono, 2020)

(Agus Purwanto, 2020) stated in his journal based on his research, the results of research on the impact felt by teachers regarding learning facilities, which are the use of the internet or other technological devices. Because some of the senior teachers have not been able to use technology optimally to support the success of distance learning. With the distance learning system, teachers and schools must adjust the quality of learning outcomes because teachers are accustomed to providing material directly and interacting directly. Teaching is not limited because it has to communicate and coordinate with students, parents, other teachers and schools.

Distance learning has changed the pattern of learning that was previously carried out directly in schools. Therefore, the implementation of online learning is not an easy matter for educational elements. One of them is parents who are affected by distance learning. Because, parents don't have much time to guide them. Valeza in (Haerudin, 2020) added that when parents take part in guiding children, it will affect the child's learning achievement. On the other hand, if parents do not pay attention to their children in their education or do not guide their children to the maximum, then they are not even successful in their education. In addition, the role of parents must also be to be able to provide education to their children who still do not understand about the pandemic that is endemic to remain silent so as not to get infected and transmit this pandemic outbreak.

In the distance learning system at home, parents must also guide their children to use the internet during learning. However, some parents who are not really technology literate feels that this is a challenge in guiding their children during this situation. (Agus Purwanto, 2020) in his journal also added that from the results of research in the field the impact felt by parents on the addition of the cost of purchasing internet data, internet technology requires an increase in network so that it adds to the burden of costs that must be incurred by parents. Then the parents must be smart in dividing the time to accompany their children to study remotely, then help their children in doing the tasks given by the teacher. Based on the description above, this study aims to find out about the portrait of distance learning during the Covid-19 virus pandemic as well as the supporting and inhibiting factors of distance learning during the Covid-19 virus pandemic at RA Al-Muawanah, Cilandak Barat

Literature Review

According to (Rohmawati, 2015), effective learning is one of the quality learning standards for education and learning is often measured in achieving the goal of managing accuracy in situations, "doing the right things". that effective learning is a teaching and learning activity that aims to match the initial planning so that students can absorb the subject matter efficiently. According to (Abidin Z, 2020), as a standard of educational quality which is often measured by the achievement of a learning goal

obtained in the learning process, in order to provide opportunities for self-study or to be able to carry out several activities as much as possible for children for learning activities.

In compiling an effective learning model, it is necessary to be based on work results and identify learning elements, which are learning quality, adequate level of learning, rewards and time (Setyosari, 2014). E-learning or distance learning is an innovative method who can use the attributes and resources of various digital technologies anytime and anywhere, that provides and distributes good design for everyone, learner-centered learning, interactive learning, as long as it is suitable for open and flexible learning materials. and suitable with the learning environment. (S.Maudiarti, 2018).

Distance learning is learning material that uses multimedia technology tools, videos, virtual classes, animated online texts, voice messages, e-mail, telephone conferences, and online video streaming. (Kuntarto, 2017). Distance learning is also an implementation program in learning classes to reach massive or dense and broad groups through the internet network. Learning can be done massively or densely with an unlimited number of student participants, which can be done free of charge or paid. (Y. Bilfaqih, 2015).

In general, distance learning has the aim of providing quality learning services in internet technology devices that are massive and open to reach more and wider audiences or (UII, 2021). In addition, according to (Nguyen, 2018), in his journal, learning objectives are learning that is fully delivered via the internet and mixed or mixed learning combining traditional face-to-face classes and supported by other technologies. In addition, the goal of distance learning according to (Oktafia Ika H., 2020) is to provide high-quality learning services on a large-scale open internet network to attract learning space enthusiasts, so that they can cover a wider range and more in the learning process. Online learning materials are also made in such a way that they can be redesigned for different learners and different contexts. Ultimately, online learning will become increasingly diverse to enable it to respond to learning from diverse cultures, styles and motivations (Anderson, 2011).

According to Rahmasari and Rismiati in (Ike Yustanti, 2019), there are benefits of e-learning or distance learning, which are; (a) students can use and access to gain knowledge at any time without time restrictions, (b) students can establish communication via the internet so that they gain more knowledge, (c) students learn more easily and fun, (d) the learning process between students and teachers to be more interactive and innovative, (e) encourage students to explore exploring existing websites, to foster creativity and curiosity to increase

(Anita Wardani, 2020) stated that some of the inhibiting factors for distance learning that parents face while guiding their children to learn online include: (1) Lack of understanding of learning

materials by parents, (2) Difficulties of parents in growing and implementing children's learning interests, (3) Do not have enough time to spare children so that they can accompany children because they have to work (4) Parents are impatient in accompanying children during distance learning at home (5) Difficulties of parents in operating gadgets, and (6) Obstacles related to reach internet during online learning at home

According to Romi Satrio in (Nurhayati, 2020), that the obstacles or problems in implementing distance learning or e-learning include several components, including: (1) distance learning infrastructure, (2) geographical location, and (3) cost constraints. Fany Rachma in (Sri Gusty, 2020) added that the obstacles were experienced for remote areas which had minimal internet access and the lack of ownership of computers or laptops. Not only that, the number of tasks given by the teacher during the distance learning system is a complaint that is often conveyed by students. Because the true burden of students must be calculated, measured, both in terms of material and time. Of course, keep in mind that when learning at school, you don't always work on a lot of questions. The teacher can give the task of observing, trying, and analyzing, so that learning becomes more challenging and interesting.

Effectiveness in distance learning is one of the keys to the success of the learning process, so research shows that there are 3 things that can have an effective impact on distance learning, which are: Technology, means that the network settings needed to allow students to easily gain remote network access, and can take the least amount of time to exchange documents. Second, the characteristic of the teacher is that a teacher can play a central role in the effectiveness of distance learning. Third, the characteristics of students indicate that students who do not have basic skills and self-discipline can learn better through conventional methods, while students who are smart, disciplined and confident will be able to learn using distance learning methods (Roman Andrianto P, 2020).

Meanwhile, according to (Budhianto, 2020) in his journal that individual characteristics make the student one of the centers of attention in influencing distance learning when someone receives new technology and information. One of them is the readiness to receive information/technology in general. Not only that in the E-Learning Readiness (ELR) model with four factors, namely technological factors, innovation factors, human factors and self-development factors.

With the government regulation requiring online distance learning, this has created several new impacts in the field of government. (Aji, 2020) in his journal added that there are several problems that have an impact on the effectiveness of distance learning. Among them are inadequate learning facilities and infrastructure, limited internet access and unprepared budget provision. (Emma Garcia, 2020) states that the worldwide impact on education is as follows; (a) the pandemic has aggravated the opportunities

for gaps in the teaching and learning process, (b) the pandemic has aggravated the limitations of standardized tests. (c) the urgent need for assistance in the form of resources to schools so that they can provide effective distance teaching and support on a large scale during the pandemic.

Similar studies have been carried out previously and the author uses them as a reference and comparison in this research. First, research conducted by (Agus Purwanto, 2020) entitled Exploratory Study of the Impact of the Covid-19 Pandemic on Online Learning Processes in Elementary Schools. This study aims to find out about the impact of the implementation of the distance learning system that occurred during the Covid-19 pandemic. The second research is (Saifuddin Chalim, 2018) entitled The Role of Parents and Teachers in Building the Internet as a Learning Source. This study examines the implementation of a learning system using the internet. The next research is the Impact of Covid-19 on the Implementation of Online Learning in Elementary Schools by (Aji F. W., 2020). This study examines the impact of Covid-19 on the implementation of learning. These previous studies were chosen as references because they have a similar focus, namely on how the online learning process impacts and its implementation in education. In this study, the author focuses on the portrait of distance learning during the Covid-19 virus pandemic and the supporting and inhibiting factors for learning in early childhood aged 5-6 years at RA Al-Muawanah, Cilandak Barat Village.

B. METODE PENELITIAN

This research is a qualitative research that aims to reveal as much data and information as possible about abilities. According to (Anggito, 2018), qualitative research is data collection in a natural setting with the intention of interpreting the phenomena that occur where the researcher is the key instrument, sampling, data sources are carried out by purposive sampling and collection techniques are triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. The subjects studied in this study were portraits of distance learning carried out by parents, teachers and children during the Covid-19 virus pandemic at RA Al-Muawanah. This research is not directed at a false-true conclusion, does not test a hypothesis that is accepted or rejected, but rather emphasizes data collection to describe the actual situation that occurs in the field in depth. which is the reason for conducting qualitative research with a case study approach.

Data collection techniques in this study has done by observation, interviews and documentation. The author made observations on 2 parents, 2 children, 1 teacher and 1 school principal who carried out a distance learning system at home during the Covid-19 pandemic at RA Al-Muawanah. The interview that the researcher conducted was an unstructured interview because the researcher wanted to use a non-

standard format and sequence, the researcher also wanted the informant to feel comfortable so that he could get a more in-depth answer. This study is aimed at the subject of parents who have children who do distance learning at home, and teachers who implement distance learning during the Covid-19 pandemic. In this case, the researcher obtained a document in the form of answer data from the results of interviews related to the distance learning system at home for parents during the Covid-19 pandemic. The data is then analyzed through several stages, namely data reduction, data presentation and conclusions.

Data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection within a certain period. At the time of the interview, the researcher had analyzed the answers to the interviewees. If the answers interviewed after being analyzed feel unsatisfactory, then the researcher will continue the questions again, until a certain stage, data that is considered credible is obtained. Milles and Huberman in (Dr.Sugiyono, 2017) suggest that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely: data reduction, data display, and conclusion drawing/verification.

In this study, the authors reduce the data on the results of interviews, by correcting words, sentences, providing additional information, and removing or reducing information that is not important. After the data is reduced, the data obtained will be presented in the form of a description of the summary of the results of interviews and observations which are also studied with theories. Conclusions were drawn by taking into account the results of the parents' responses. The data obtained from this study were the results of interviews with parents, teachers, children and school principals. The results of analyzed documents that researcher obtained explained descriptively in supporting the data of observation checklists and interviews

C. HASIL TEMUAN DAN PEMBAHASAN

The result explanation of the research divided into three parts as follows;

1. Planning and Implementation of distance learning for early childhood in RA Al-Muawanah, Cilandak Barat Village

Based on the results of observations and interviews regarding distance learning planning made by holding online meetings via zoom or google duo. The distance learning planning process is always carried out before the teaching and learning process begins. In the meeting discussed the learning process for semester 1, semester 2, and weekly learning programs It is proven in Y's statement as the principal that:

“Jadi, sebelum kita melakukan pembelajaran semester 1 atau semester 2 itu kita mengadakan rapat lewat zoom gitu jadi kalo misalnya kita kasih semua materi-materi terus sebelum pembelajaran itu apa aja yang harus kita patuhi, yang kita sepakati dikarenakan pembelajaran online ini tidak berjalan kalo kita tidak ada kerjasama antara orangtua dan guru” (CW.4.Y)

“So, before we do the learning in semester 1 or semester 2, we hold a meeting via zoom, so if for example we give all the materials before learning, what do we have to obey, what we agree on is because online learning doesn't work if we there is no cooperation between parents and teachers” (CW.4.Y)

The same thing is also proven by teacher M's statement that:

“Kan setiap seminggu sekali atau dua minggu sekali ada pertemuan antara guru-guru dan kepala sekolah. Nah itu perencanaan kita buat disitu, minggu depan apa yang kita kasih gitu” (CW.2.M)

“Once a week or every two weeks there is a meeting between the teachers and the principal. So, that's what we plan to do there, what will we give next week” (CW.2.M)

Based on the results of observations and interviews on the implementation of online learning using online media, namely google duo, zoom, whatsapp photos, voice notes and videos. As the statement of Mrs. SH that said:

“Kan make google duo belajarnya” (CW.12.SH)

“we use google duo as the learning tool” (CW.12.SH)

The same thing is also proven by teacher M's statement that:

“Kalo saya ya kalo online kita pakai whatsapp sama google duo, kalo ada kerjaan-kerjaan biasanya kita kirim video. Itu voice note kita pakai juga untuk hapalan-hapalan ya” (CW.1.M)

“For me, when we go online, we use WhatsApp and Google Duo, if we have work to do, we usually send videos. We also use that voice note for sending the memorization task” (CW.1.M)

Based on the results of observations and interviews, assigning tasks to children through parents. The assignment is accompanied by a tutorial to carry out the task. It is proven in teacher M's statement that:

“Kayak kemarin kita bikin bunga, tutorialnya saya videoin sorenya saya kirim. Jadi, besok paginya mudah” (CW.2.M)

"Like yesterday we made flowers, I took the tutorial video and I send it in the afternoon. So, tomorrow morning will be easy” (CW.2.M)

The same thing is also proven by Mrs. EK which stated:

“Sudah terkonsep gitu sistem dia ngajarnya”. (CW.9.EK)

"the teaching systems has been conceptualized." (CW.9.EK)

That the teaching carried out is good and conceptual because parents feel it is helpful to accompany their children during the distance learning process. However, the distance learning process is still considered ineffective, this is evidenced in the statement of Mrs. SH that:

“Tidak efektif karena guru lebih berpengalaman dari kita, kalo kita seadanya otak kita” (CW.2.SH)

"It's not effective because the teacher is more experienced than us, because our brain just like as it is" (CW.2.SH)

A similar statement was also proven by Mrs. EK that:

“Kurang efektif untuk anak usia dini, ya kadang suka ga mau anaknya, masih main-main” (CW.2.EK)

“Less effective for early childhood, sometime they like the learning or they don't want to learn. They still want to play” (CW.2.EK)

The quality of distance learning process which is not good becomes a complaint of students which causes learning to be unpleasant. This is evidenced in the statement of the NS student that:

“Belajar di rumah bosan” (CW.5.NS)

“Study at home is boring” (CW.5.NS)

But it's different from LSZ's statement that he prefers to study at home because what

LSZ knows is that Corona is still there until he studies at school. The statement was proven by LSZ that

“Enakan belajar di rumah. Karena ada virus Corona kan” (CW.5.LSZ)

“I enjoy studying at home. Because there is still Corona virus” (CW.5.LSZ)

2. Problems of distance learning for early childhood in RA Al-Muawanah Kelurahan Cilandak Barat

Based on the results of observations and interviews, this ineffective distance learning process creates problems or obstacles in the teaching and learning process. This is evidenced in Y's statement as the principal that:

“Problematikanya itu pasti sama yah yaitu kayak misalkan jaringan, kadang-kadang juga masalah dengan orangtuanya atau orangtuanya dia bekerja jadi kalo dampingi itu suka neneknya gitu” (CW.2.Y)

"The problem must be the same, for example, the internet network, sometimes there is also a problem with students' parents or students' parents is working, so students often accompanied by their grandmother" (CW.2.Y)

The statement is also proven by teacher M that:

“Pertama wifi yah pasti yah karenakan tanpa wifi kita ga bisa ngapa-ngapainkan. Sekarang, terus yang kedua kalo lagi yang punya anak kecil berisik yah. Karenakan anak tk emang harus didampingi” (CW.4.M)

“First, the wifi, of course, because without wifi we can't do anything. The second one, if you have small children who are nois because the child does have to be accompanied ” (CW.4.M)

This is certainly felt by parents in guiding their children as expressed by Mrs. SH that:

“Kadang kalo lagi mood ya belajar, kalo lagi ngga ya adu mulutlah, adu ototlah, adu mulutnya ya ngomel-ngomel sambil belajar” (CW.3.SH)

“Sometimes when children are in the mood, they are studying, if they're not, then we argue, talk and grumble while studying” (CW.3.SH)

Not only that, parents also find it difficult to teach when doing assignments, as expressed by Mrs. SH that:

“Beda pembelajaran dulu sama sekarang, kalo dulukan conohnya cara bacanya dalam pengejaan B-U=BU D-I=DI=BUDI. Itu aja sih kalo yang lain mah aman, aman disini ya masih bisa saya handel gitu” (CW.4.SH)

“It's different from the previous study and now, for example, how to read it first in spelling B-U=BU D-I=DI=BUDI. That's all, if the others are safe, it's safe here, so I can still handle it” (CW.4.SH)

The above statement is also proven by principal Y that:

“Kan emang untuk kecerdasan orangtua berbeda-beda ya cara tanggapnya pun berbeda-beda gitu” (CW.2.Y)

“It's true that the intelligence of parents is different, the way they respond is also different” (CW.2.Y)

3. Solutions to overcome the problems of distance learning for early childhood in RA Al-Muawanah Kelurahan Cilandak Barat

Based on the results of observations and interviews that Mrs. SH revealed::

“Kalo saran masalah itu sih kalo ga punya wifi gratis, kalo ga punya handphone pinjemin komputer-komputer jadul yakan bisa ya. Kalo ga gurunya yang pengen belajar online disuruh kesekolah jadi ya maksudnya bolehlah sekolah pinjemin dulu ya gitu. Tapi jaman sekarang lagi begini mungkin takut kali ya. Ya intinya mah duit ya” (CW.13.SH)

“The suggestion is that if we don't have free wifi, if we don't have a cellphone, we can borrow old school computers. If not, the teacher who wants to learn online is told to go to school, so that means it's okay to borrow the school first. But nowadays, it's probably scary. Yes, the point is money, right?” (CW.13.SH)

The same thing is also proven by teacher M's statement that:

“Solusi yang tepat ya enaknya tatap muka. Tapi kalo saya sih solusinya pakai google duo gitu. Karena lumayan ngebantu saya. Itu cukup membantu, walaupun itu kayak tatap muka bayangan” (CW.6.M)

“The right solution is to meet face to face. But for me, the solution is to use Google Duo. Because it really helps me. It's quite helpful, even if it's like a face-to-face shadow” (CW.6.M)

Analysis and Discussion

As stated in the facts above, the problems of distance learning that occur in RA Al Muawanah are experienced not only by parents but also teachers, principals and students. Therefore, the research discussion will be divided into three parts as follows..

- a. Planning and implementation of distance learning for early childhood in RA Al-Muawanah Kelurahan Cilandak Barat

The planning process for distance learning at home at RA Al-Muawanah went quite well. Because, teachers and principals have planned semester programs or weekly programs that are carried out at online meetings via zoom or google duo, before the teaching and learning process begins. In the distance learning process using methods and media by adjusting the circumstances that occurred during this Covid-19 pandemic. Teachers and schools have an important role in making learning planning which is a collaborative process of teaching and learning that jointly strives to achieve predetermined learning goals, as well as the decision-making process from the results of thinking rationally about targets, certain learning objectives in order to produce behavioral changes. behavior and a series of learning activities that must be carried out in order to achieve the learning objectives by utilizing all the potential and existing learning resources. (Hengki, 2019)

The only method that can be used is lecture. For media, the teacher tries as much as possible to use the media that is around the house of each student, aiming not to burden parents when looking for or getting the media. The online learning process is carried out through google duo, whatsapp photos, videos and voice notes. At the time of giving assignments, the teacher also sends video tutorials to make it easier for parents to guide their children when doing these assignments. For giving memorization tasks with the Qiraati method, the teacher sends using voice notes. Parents admit that the lesson plan has been well conceptualized. However, when learning takes place, parents have difficulty in guiding their children. Because in essence learning for early childhood should be fun. But what happens is that learning is carried out for one hour using a cellphone. The child must sit still to pay attention to the material. This makes the child feel bored. Even if it's filled with singing, clapping or experimenting with the material. Still, what they feel is shadow learning, not to mention when students are not focused, parents will definitely advise the child, thus making the child uncomfortable. That can cause children to go on strike to learn. Learning that is not fun for early childhood becomes ineffective and lacks quality.

b. Problems of distance learning for early childhood in RA Al-Muawanah Kelurahan Cilandak Barat

1. Internet

In the process of distance learning is still complaining about the internet network. In the distance learning process, it is enough to drain the internet quota which is a lot and the signal is difficult. This is one of the obstacles to the distance learning process at home, especially for those who do not have Wifi at home.

2. Parental involvement in the distance learning process

In the process of distance learning, parents really need to be involved in order for learning to be effective. However, there are parents who cannot be involved or guide their children during the distance learning process because they have to work.

3. The patience of parents in guiding children during distance learning

The obstacle for parents besides having to rearrange the time to guide their children during distance learning is regulating the emotions of parents so that they are patient with their children during the distance learning process. Because, they realize how difficult it is to guide their children who are studying. By dealing with their emotions that are easily bored and bored. It also makes parents realize that the big picture of their child is learning at school. When children are bored and bored in learning, parents often advise their children. Parents who are tired of often advising their children to stay willing and focused on learning, end up with uncontrollable emotions so they scold. Thus, this problem or obstacle is certainly the biggest challenge for parents in dealing with their children's emotions during the distance learning process at home.

4. Limitations of educational game tools for distance learning

Educational Game Tool is one part of supporting the achievement of learning objectives. The educational learning tools used must comply with educational standards. Children's interest in educational learning tools will support success in the process of understanding learning materials. During the Covid-19 pandemic, teachers create learning that is not optimal. Because, the teacher intends not to burden parents in looking for educational learning tools for distance learning. Therefore, educational learning tools is used only around their homes.

c. Solutions to overcome the problems of distance learning for early childhood in RA Al-Muawanah Kelurahan Cilandak Barat

1. Internet

According to (Arif Widodo, 2020) that internet security and network availability greatly affect the effectiveness of the distance learning process during this pandemic. RA Al-Muawanah provides a solution related to internet usage, so the principal and teachers note that any parents who still use their personal quota will be given relief by providing free quotas from the school.

2. Parental involvement in the distance learning process

According to Deliberation in (Diadha, 2015), parental involvement in the learning process is a form of parental role in helping the success of their children's education process both in the school environment and the home environment. At RA Al-Muawanah the parents who are busy with their respective jobs and are not painstaking in guiding children in the distance learning process make them walk with other people like their grandmothers. The principals and teachers have their own solutions to overcome these problems, namely by giving understanding to parents to tell their children to study at the nearest teacher's house. So that the distance learning process that children do can run effectively.

3. The patience of parents in guiding children during distance learning

According to Renvil Reynaldi in (Tabiin, 2020), changing situations have a psychological impact on children. Because the work that children usually do for a while must be stopped. Changes in the situation during this pandemic is one of the cause of children become stressed because they have to stay at home for long periods of time, disrupt their activities, and seize their opportunities to explore their environment at home and at school. At RA Al-Muawanah the principal and teachers and parents provide a solution by holding monthly meetings so that parents can find joint solutions regarding the obstacles that are being faced by parents. The psychological state of early childhood that is saturated even to the point of going on strike, parents can give them rewards or praise for their efforts in online learning so that they can return to learning.

4. Limitations of educational learning tools for distance learning

The delivery of learning materials is not only from books. Especially during this time of distance learning. When students are required to remain silent in front of a laptop or cellphone, the teacher can use educational learning tools which involves children with all fine and gross motor skills. So that they are not bored and bored. Therefore, to ensure the effectiveness of distance learning, teachers can be more varied when designing and using

the educational game or educational learning tools.

D. SIMPULAN

Based on the results of the analysis and discussion of the problems of distance learning for early childhood at RA Al-Muawanah, Cilandak Barat Village, it can be concluded that the portrait of planning and implementing distance learning for early childhood in RA Al-Muawanah, Cilandak Barat Village, is for planning made by the principal. and the teacher is doing well. However, the reality on the ground is when parents do not carry out optimally and become less effective learning. The distance learning process is carried out through zoom and google duo by utilizing groups on whatsapp. However, there are still several inhibiting factors such as the internet, the involvement and patience of parents in the learning process, and the lack of educational learning tools for learning. However, schools contribute to providing solutions to support the course of learning such as providing free quota facilities for parents who use personal quotas, giving understanding to parents to ask their children to study at the nearest teacher's house. From the parent's side, it can be done by giving rewards or praise for the efforts of their children who have done distance learning. Teachers can also design educational learning tools or educational games that are more varied and not monotonous when playing them

Suggestions that can be conveyed to principals and teachers, should provide counseling related to problems in the psychology of children who are easily bored and bored so that they can cope well. To make lesson plans in lesson plans, teachers can be more varied in making educational games or educational learning tools so that they can help parents in the process of implementing distance learning at home. For parents, they should consult with teachers and principals more often if it relates to the effectiveness of the learning process

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