

Transformation Of Learning For Early Childhood Education Through Parent Assistance In The Pandemic Covid-19

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Abstract: The 2019 corona virus disease (Covid-19) outbreak that hit countries in the world, presents its own challenges for educational institutions, especially early childhood education. To fight Covid-19, the Government prohibits gathering, social distancing and physical distancing, wearing masks and always washing hands and maintaining cleanliness. The Covid-19 pandemic has disrupted conventional learning processes. So we need a solution to answer these problems. Online learning is an alternative that can solve this problem. This study aims to determine strategies that can be applied in the learning transformation process through parental assistance in online learning for early childhood education children during the Covid 19 pandemic. The research method used is a descriptive qualitative approach. Data collected through observation, interviews and documentation. Interviews were conducted with 7 informants including the principal, parents of students and teachers. In this study, the sample determine using purposive sampling technique. The results showed that the model of parental assistance in online learning during the Covid-19 pandemic at Kingdom School, namely (1) parents ensure children and pay attention to material from the teacher, (2) accompany children when making homework, (3) people parents take part in any material provided by the teacher, (4) parents are also involved in online learning from the teacher. Meanwhile, the obstacles faced by parents in accompanying young children in online learning during the Covid-19 pandemic are not maintaining children's enthusiasm, not giving enough time, bad mood children and children bored and distracted by other things such as toys. The solution is First, by means of communication with the teacher. Second, creating a positive atmosphere. Third, enforcing discipline and Fourth, making learning videos for children.

Keywords: mentoring strategy, online learning transformation, covid 19

1. INTRODUCTION:

At the end of 2019, to be precise in December, the world was shocked by Covid-19, which was infected, almost all countries in the world were attacked by the outbreak of the Covid-19

virus. This condition affects everyone in the world. Based on WHO data in January 2020, it was explained that the world was in a global emergency related to this corona virus outbreak. One of them is that the Government in Indonesia has issued an emergency status by socializing the movement to use masks and implementing health protocols and implementing social distancing. And the efforts made by the government are also to stop students with offline and move to online learning [1]. This is not something that is easily felt by students in problems in the world of education where there is no diversity in the learning process, both in terms of standards and quality in learning achievement desired by students. This policy shifts to learning activities from school to home which have implications for changing the learning model, from face-to-face to online. Teachers take advantage of free applications such as Google Classroom, Zoom, and other facilities. Today, many new interactive technologies are emerging, making it easier to create an environment where students can learn by doing, receive feedback and continuously improve their understanding, as well as acquire new knowledge from various learning sources [2]. The more important technology is to education, the more research is needed to understand its application. In several studies, online learning has several advantages including flexibility that allows students to adjust to the obstacles encountered during online learning both in terms of time and place. In addition, students can choose learning experiences that match their characteristics.

Parents should provide social support at home so that children are comfortable studying. Such a component should encourage modeling changes in the home environment as an important part of early intervention programs to assist children in learning by assessing the possible impact of policy-driven change in the home learning environment [3] One of the challenges of learning at home for early childhood by utilizing online learning is being accompanied by parents. Online learning is of course a new problem for young children who are less enthusiastic about achieving success because they are lacking in themselves. Early childhood need the guidance of educators in learning activities, this is because there are difficulties in interacting and adapting to the new environment, therefore the role of teachers is needed in designing good strategies for the continuity of the learning process. Early childhood education is the most important thing in shaping children's character, morals and creativity. In order for children to get the rights that children will get in education according to their development, teachers and parents work together in implementing online learning at home during Covid-19 [4] With such conditions, especially children at an early age can make them weak and less enthusiastic in learning. Thus, during a pandemic, parents are required to guide and accompany children's learning at home, so that the parent's strategy to achieve online learning goals and guide children while studying at home is very important.

Current conditions in the field indicate that online learning in early childhood is in order to implement the strategies used during the Covid 19 pandemic. The online learning strategy currently needed is the strategy of parents accompanying children in online learning centered on student activities in a more democratic manner. fair, humane, empowered, fun, arousing interest in learning and enthusiasm for life, and to find out that children are motivated by the strategies taken by parents online, researchers took a sample of students with disabilities at home. Thus, all human potential can be explored and actualized in life.

Based on the problem formulation that has been described above, the researcher wants to explore some of the main problems in the research, namely: What is the model of parental

assistance in online learning during the Covid-19 pandemic? What are the obstacles faced by parents in assisting young children in online learning during the Covid-19 pandemic? What is the solution for parents in handling the problems experienced in accompanying children to study at home during the Covid-19 pandemic? In accordance with the objectives of the problem at hand, the research objectives are: To find out the model of parental assistance in online learning during the Covid-19 pandemic? To find out what obstacles are faced by parents in accompanying young children in online learning during the Covid-19 pandemic? To find out the solutions of parents in handling the problems experienced in accompanying children to study at home during the Covid-19 pandemic?

2. LITERATURE REVIEW

1. Social Interaction Learning Model

This learning model is based on Gestalt learning theory and is better known as Field Theory. This model focuses on the relationship between individuals and society, and is oriented towards increasing one's ability to interact with others, enhancing the democratic process and improving society. This model focuses on social relationships and the most important goals. This model includes several types of learning strategies including [5] :

- 1) In teamwork, it aims to develop skills to participate in social relationships that are developed in the academic field.
- 2) In class findings, it aims to develop an understanding of yourself as well as being responsible, for yourself to the group.
- 3) Problem solving or inquiry, the goal is to develop a problem-solving ability through thinking in academic findings.
- 4) Role, the goal is to give children the opportunity to find social and individual values as a clone.
- 5) Social stimulation, the goal is to help children who are experienced in various realities and tested their reactions [5]

2. Information Processing Model

Processing learning model is based on cognitive learning theory. This model is oriented towards the ability of children to process children's learning to improve children's learning outcomes. Processing refers to the way in which stimuli are collected or received around them, organize data, solve problems, find concepts and solve problems. This model deals with the ability to solve problems and be able to think productively. [5]

3. Personal model

This learning model departs from the Humanistic learning theory. This learning model focuses on shaping individual personalities and organizing their complex relationships. From this learning model, it is hoped that individuals can be assisted and developed. The main target of this learning model is self-development or personal abilities [5]

4. Behavior Modification Model

This model, starting from learning theories from behavioristic learning theory. This model aims to develop an efficient way of sequencing learning exercises and forms of behavior and power manipulation. This reinforcement is developed and oprant conditioning as a mechanism. This exponent is often referred to as behavior-specific theories that focus and change behaviors that are visible more than underlying and unobserved behaviors.

The author concludes that in this learning model, the teacher's strategy or method will be selected and used by parents during the online learning process with students.

5. The role of teacher

The steps for preparing kindergarten learning planning include [6]:

- 1) Pouring ideas in writing, the teacher includes several themed activities in the planning. It is time to carry out and prepare for these activities that have nothing to do with the title and are given to students who do not like predetermined themes.
- 2) Checking the RPP, there are 3 activities linked to the title.
- 3) In this planning, it is established with other experts, so that the delivery of theme material is applied to learning activities
- 4) Prepare materials, tools, media, sources and infrastructure.
- 5) Create a systematic atmosphere in the classroom.

In the teacher's role as learning implementer, there are 6 roles for Paud teachers, namely acting as facilitator, motivator, behavior, peacemaker, observer, caregiver.

6. The role of the family in early childhood education

a. The role of the mother in the family

The role of mothers in the family is one of the most important roles of mothers in children. Because since the child is born, the mother is always there beside the child. The education of a mother for her child is a basic foundation that is not neglected at all. Thus, mothers are wise in educating children. Educating mother's children is very important as capital in education. The best mothers will be given good traditions that are beneficial to their children [7]

b. The role of the father in the family

The most important role of fathers in children's education, the role of fathers in educating children, among others:

- 1) The family has a source of energy
- 2) Within the family, they have an internal relationship with the community
- 3) Provide a sense of security for the whole family
- 4) Protect the family from outside threats
- 5) Adjudicate if there is a dispute in the family
- 6) Educating families in the rational aspect [7]

Online learning is defined as the knowledge used by video, audio, images, text communication, and software with the support of internet networks [8] This theoretical conception assumes online learning as a learning innovation using website and technology forums. Technology integration with various learning materials characterizes online learning. Online learning is a lesson that utilizes media technology, video, virtual classes, animated e-mails, conference calls, and online video streaming. This is done to avoid direct contact between educators and students where conventional or face-to-face learning systems can expand the spread of the covid-19 virus [9] The existence of technology is very useful in the world of education, to achieve efficiency in the learning process in the network. These benefits include efficient learning time, easier access to learning resources and learning materials. Online learning can encourage students to be challenged by new things that are obtained during the online teaching and learning process. Students also automatically, not

only learn the teaching materials provided by the teacher, but students can learn on their own [10]

7. Online Learning Constraints

Internet is a problem for most of the people. There is no internet, hence no online learning. Internet connection instability or severely disrupting learning, especially if online learning is taking place. Internet for online learning is like a human heart, if the heart does not beat then humans will die. If the internet does not exist, online learning will not take place [11]

8. Previous research

This relevant study becomes a reference for further researchers. Here are some studies that are relevant to the problems posed by researchers:

Previous research was researched by [12] on the Covid-19 Pandemic and Online Learning Systems. In this case aiming and obtaining about the impact of the Covid-19 pandemic on the learning process with an online system. The conclusions from the results of this study indicate that there are several obstacles experienced by students, teachers and parents in online learning, namely lack of mastery of technology, additional internet quota costs, additional work of parents in helping children in learning, communication and socialization between students.

Further research was carried out by [13] on the effect of emergency distance learning to see the learning motivation of young children. The aim is to determine the effect of emergency distance learning on the learning motivation of young children. The results of this study, researchers found several lessons that affect children's motivation, namely the support of parents and teachers, the use of media as needed so that learning is more interesting and the use of learning technology in education cannot be separated, it is necessary to marry parents, students, and educators. bold learning.

This research was also conducted by [14] examining the application of online-based learning methods at Madrasah Ibtidaiyah Negeri 2 Mataram. The result is that online learning is able to solve student problems in learning even though the teacher and students are in different places. This system also encourages teachers and students to make innovations related to the use of technology to support online-based learning so that it can run effectively.

The same thing was done by [15] examining the impact of the corona virus outbreak on teaching and learning activities in Indonesia. The research objective is to explain the impact of the corona virus on teaching and learning activities driven on Home by E-Learning using various technological devices, such as smartphones, computers and notebooks. The results of the impact of the impact of Covid-19 due to the corona virus involve various aspects, such as social, cultural and even worse, economic aspects. This research was conducted through literature study by looking at the results of surveys and literature reviews, journals

Furthermore, research conducted by [16] examined digital transformation in everyday life during the COVID-19 pandemic in changing basic education. Aims to study the digital transformation initiated by the COVID-19 pandemic in the basic education of today's young generation. The results of the study suggest that information management should recognize children, their daily digital lives and their basic education as important in an area that cannot be of concern.

Further research conducted [17] also examined Learning from Home in the Middle of the COVID-19 Pandemic: Analysis of Religiosity, Teacher Support, and Parents Against

Academic Stress. The results of this study indicate that overall reveal a positive and significant relationship between religiosity, school support, teachers, and parents on academic stress. The ethical implication of this study is an increase in the Study From Home system that is applied to Indonesian teachers and parents who experience academic stress.

In general, the journals above with research problems based on the journals described above have differences with the thesis problems that the writing plan will be made as follows, the problems that the authors will write are different from the journals described above. This study focuses more on the strategies of parents accompanying children to learn online during the Covid-19 period.

1. METHOD

The research method used in this research is a descriptive qualitative approach. A descriptive qualitative approach is a type of research that explores and understands the meaning of the number of individuals or groups of people who come from social problems [18] The qualitative approach in this research is to describe and understand the parental assistance model in online learning during the Covid-19 pandemic. The design used in this research is a case study. In this study, the sample determine using purposive sampling technique. The researcher determined 1 principal, 2 teachers at Kindergarten Kingdom School and 4 parents of children who will be the research subjects by the researcher. The data analysis technique used in this research is descriptive analysis, which describes actual events based on the data and facts contained in the research object at the time of the research. In addition to data analysis, it also uses categorization techniques, namely compiling categories from a set of findings data that are arranged based on thoughts, intuition, opinions or certain criteria.

2. RESULT AND DISCUSSION

The results of the research that the authors have done during the research through observation, interviews, and documentation regarding the transformation of childhood learning through parental assistance during the Covid-19 pandemic at Kingdom School can be explained as follows

Parental Assistance Model in Online Learning during the Covid-19 Pandemic

What parents did during online learning took place during the Covid-19 pandemic. In the online learning process, parents have a very important task, namely accompanying children when online learning takes place, not only that parents also pay attention to children so that children want to learn. Parents are aware of the importance of accompanying children when the child's learning takes place. While the results of the observations that the researchers found in the field were parents' strategies to apply in online learning to young children during this pandemic (Observation Results, at Kingdom School, October 14, 2020) From the observation that the writer found that the strategy was less effective, one face-to-face meeting should be made every month to form the child's attitude. Parents of children in Kingdom School parents try to provide understanding to their children after listening to what the teacher teaches. Meanwhile, the results of the observations that the researchers found in the field were that parents' strategies were applied in online learning, namely accompanying children while doing homework (homework), helping to explain lessons from YouTube videos, giving children books to practice reading and phonics , October 14, 2020). From the

observation that the writer found that this strategy is effective because children are more active and more familiar with their own children's strengths and weaknesses, and children understand better material that has not been understood. Parents of children at Kingdom School parents try to sit next to the child and provide understanding to the child after listening to what the teacher teaches. Meanwhile, the results of observations that the author found in Kingdom School on the strategy of parents applying to children in mentoring children to learn online, namely parents take part in any material provided by the teacher (Observation Results, at Kingdom School, October 26, 2020). From the results of observations, the writer found that this strategy was very effective, because parents were substitutes for teachers. From the results of the interview above, parents care about their children when they take part in online learning during the Covid-19 period, so that children can participate in online learning well.

Whereas from the results of observations in Kingdom School on the strategies parents apply to children in mentoring children to learn online, parents also involve themselves in online learning from the teacher so that children feel they have friends physically when learning takes place (Observation Results, Kingdom School, 26 October 2020). From the results of these observations, the researcher found that this strategy was much more effective, because children felt they had physical friends when learning took place. From the results of the research above, it can be concluded that children feel unwilling to learn with online learning or learning from home. And it can be concluded that the response of each parent when the child does not want to learn is different, and parents have different ways to keep their children learning while learning from home.

Furthermore, from the model carried out by parents in Online Learning during the Covid-19 Pandemic, this was also strengthened by the Kingdom School principal regarding the strategies given to teachers in teaching online learning to children at Kingdom School. Based on the results of interviews with the principal of the Kingdom School, the principal hopes that the teacher, namely the teacher, must pay attention to all students and communicate clearly, and help students who are difficult to respond to their learning.

Whereas from the results of observations in the Kingdom School on the strategies given by the head of Kingdom School to teachers in the implementation of online learning to young children during this pandemic, the teacher speaks not too fast / slow, the teacher must provide effective sound quality according to an internet connection and teachers also educate students with love and professionalism. From the results of these observations, the researcher found that this strategy was much more effective, because children felt they had physical friends when learning took place (Observation Results, at Kingdom School, October 20, 2020). From the results of these observations, the researchers found that the principal's strategy given to teachers in implementing online learning for young children during the Covid-19 pandemic, teachers really need to change and grow according to the Kingdom School's vision and this covid period is a good opportunity for teachers can increase the capacity of teachers in teaching, especially online.

From the strategy given by the principal to teachers at Kingdom School in implementing online learning activities at Childhood Education after the COVID-19 pandemic. From the results of interviews with Kingdom School teachers, teachers always carry out online learning well, and use the right media, so that children can understand well.

Meanwhile, from the results of observations that the researchers found in the field that the teacher's activeness in online learning, namely the teacher encourages young children through online by means of videos, discussions, bible characters, advice and stories, providing explanations in accordance with words and sentences that are appropriate to the child's age. and teachers provide extra time for children who have difficulty understanding lessons while learning is ongoing (Observation Results, at Kingdom School, October 14, 2020).

From the results of the above observations, the researcher can conclude that the implementation of online learning in young children runs effectively and by using these applications online learning is also going well. From the results of interviews with Kingdom School teachers, teachers always try to carry out online learning correctly and the Zoom application, and use the right media, to be more active and enthusiastic in online learning.

Meanwhile, from the results of observations that researchers found in the field that teacher activeness in online learning, namely the teacher encourages young children through online by making learning as interesting as possible, providing activities that are relative to learning and the teacher providing hands on material (Observation Results, in Kingdom School, 14 October 2020).

From the results of the above observations, the researcher can conclude that the implementation of online learning in young children is effective but not optimal and by using these applications online learning is also quite good and effective.

Constraints faced by parents in accompanying young children in online learning during the Covid-19 pandemic

Barriers faced by parents in online learning during the Covid-19 pandemic. According to the results of research conducted, the obstacle faced by parents in the online learning process during a pandemic is time. There are four parents who feel difficulties accompanying their children in online learning during the Covid-19 pandemic. The results of this study are not much different from the problems in implementing learning carried out from home described above. Specifically, the obstacles experienced by parents in accompanying children to study at home during the Covid-19 pandemic can be explained below, namely: a. Not keeping the spirit of the child, according to the results of research conducted, the obstacles faced by parents when implementing online learning strategies during the Covid period were not maintaining children's enthusiasm in online learning. From the obstacles of parents in not maintaining children's enthusiasm, it is also called pedagogical constraints, the forms of the obstacles include, never receiving training, not having experience, and not getting assistance. b. Time, parents do not have enough time to accompany their children to study at home because having to work is another problem during the Covid-19 pandemic. Based on the research results, accompanying children in online learning is time. With the limited time that parents have to accompany their children to study at home, it should not be a barrier to family momentum and also our expectations in connection with circular number 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of the corona virus disease (Covid-19). With the synergy of all parties in how to make everyone an educator as well as a student, it is not impossible. c. Different child behavior (moody), due to this pandemic situation, parents have to be patient with a lot, because children's moods are easy to change, therefore parents are required to be able to maintain the child's mood to stay good. From the results of the interviews with the child's parents, the

problem faced was the child's changing mood. Therefore, parents have to be a lot of patience in dealing with these obstacles. d. Sometimes children feel bored and focus on the game, parents at home can continue to be bored, especially children whose world should be filled with play and all parents can see that boredom is synonymous with laziness or lack of motivation. From the results of the research above, it can be concluded that all parents who experience problems in the division of time and parents' work, as long as they provide enough time, bad mood children and children are bored and distracted by other things such as toys.

Meanwhile, the results found in children's parents in accompanying children to learn online during the Covid-19 pandemic. Teachers at Kingdom School also face the same obstacles in the implementation of online learning during the current pandemic, including unstable internet connections. From the results of the interview with the teacher above, it can be concluded that all teachers feel the obstacles in implementing online learning in children, including an unstable internet connection and difficulty interacting with children. From the results of the above observations, it proves that learning carried out online has many obstacles to face, when viewed from the results of interviews with parents and teachers in online learning.

Parents' solutions in handling the obstacles experienced in accompanying children to study at home during the Covid-19 pandemic

The not yet subsiding of the corona virus outbreak in Indonesia has forced the government to extend the learning period - teaching from home to an indefinite period. It does not mean a vacation from teaching and learning activities, all schools are required to use online and manual home learning. The instructions for learning from home issued by the central government did not run smoothly.

From the problems faced by parents and teachers in accompanying children to study at home during the Covid-19 pandemic, there are several solutions in handling the obstacles experienced by parents and teachers in accompanying children to study at home during the Covid-19 pandemic, so that children continue to learn. on online learning carried out by the teacher. Parents must have a way of handling the obstacles experienced in accompanying children's learning, which are as follows: a. communication with teacher, regarding the current pandemic, it must be realized that schools and parents of students must build good communication with teachers, parents have an obligation to maintain good communication with the teacher, to be patient in facing obstacles in assisting children to learn during this pandemic. b. Creating a positive atmosphere, creating a conducive home atmosphere, so that it is always peaceful and conducive is an important factor that affects the focus of student learning. A calm and peaceful home atmosphere can come from parents' understanding of the student's social situation. Parents need to have proper home management techniques to create an effective and fun teaching and learning environment for online learning. In addition, it is important to build a participatory approach, where children and parents are both active in online learning. c. Enforce discipline, currently, what needs to be introduced to children is about social distancing and activities at home. Provide understanding to children that studying at home is a form of prevention of Corona virus transmission, therefore, parents apply discipline in learning, for example, making time for learning and playing. Enforce discipline on children is very important in handling the obstacles faced by parents in assisting

children to learn, one of which is, by applying this discipline, children are more focused on learning. d. Making learning videos for children, as the times evolve, especially in terms of technology, the more benefits that can be obtained if we can keep up with it. At present, especially in the midst of the Covid-19 pandemic, the teaching and learning process has also changed. Teachers are used to giving material through books, now teaching materials are provided via online media, which can be in the form of e-books, digital classes, or learning videos. By making learning videos for children, one way parents explain to children about learning that is difficult when online learning takes place.

From the results of the above observations, it can be concluded that in handling the obstacles experienced in accompanying children to online learning in young children, namely by communicating with the teacher, creating a positive atmosphere, imposing discipline and making learning videos for children. So that with this solution children's online learning runs effectively.

5. DATA ANALYSIS

1. Parental Assistance Model in Online Learning during the Covid-19 Pandemic

Parents have a very important role in children's education, especially in the learning process. Parents must accompany their children at times especially during times like this which require children to study at home. Parents have an obligation, namely to provide motivation and enthusiasm for learning for their children so that children can participate in learning well and effectively with the assistance of parents. According to [19] says that parents can increase the closeness of the relationship with their children and parents can see firsthand the development of their children's ability to learn.

Based on the results of the study, the researchers obtained the results of the parental assistance model in online learning during the Covid-19 pandemic at Kingdom School, namely (1) parents ensure children and pay attention to material from the teacher, this model works effectively, (2) accompanying children when making homework, helps explain lessons from YouTube videos, provides children with books to practice reading and phonics, so this model is effective because children are more active and know more about their own children's strengths and weaknesses, and children understand material that has not been understood, (3) parents take part in every material provided by the teacher, so that the model is very effective, because parents become substitutes for teachers, (4) parents also involve themselves in online learning from teachers so that children feel they have friends physically when learning takes place, so that the model is much more effective, because children feel they have friends physically when learning ran in progress.

Whereas the results of the research that the authors found were strategies given by the head of Kingdom School to teachers in implementing online learning for young children during this pandemic, namely the teacher spoke not too fast / slow, the teacher had to provide effective sound quality according to the internet connection and the teacher. -The teacher also educates students with love and professionalism, so that the principal's strategy given to the teacher is much more effective, because the child feels physically having friends when learning takes place. Furthermore, the results of research regarding the implementation of teachers in online learning activities in early childhood education schools show that teacher activity in online learning is (1) the teacher encourages young children through online by means of videos,

discussions, bible characters, advice and stories, providing explanations according to words and sentences that are appropriate to the child's age and the teacher provides extra time for children who find it difficult to understand the lesson while learning is ongoing. So that the implementation of online learning in young children runs effectively and by using these applications online learning is also going well, (2) the teacher encourages young children through online by making learning as interesting as possible, providing activities that are relative to learning and the teacher provides hands on material. So that the implementation of online learning in young children runs effectively but not optimally and by using this application online learning is also quite good and effective.

2. Constraints faced by parents in accompanying young children in online learning during the Covid-19 pandemic

Online learning constraints are various problems that interfere, hinder, complicate, or even result in failure to achieve learning goals. This is supported by research [20] which found the obstacles experienced by parents in accompanying children to learn at home, including a lack of understanding of the material by parents, difficulties for parents in fostering children's interest in learning, not having enough time to accompany children because they have to work. , parents are impatient in accompanying their children while studying at home, the difficulties parents have in operating gadgets, and obstacles related to internet service coverage. Therefore, in this online implementation, it turns out that parents have many obstacles in accompanying children to study at home.

While the results of research found at Kingdom School found several obstacles, namely:

First, in terms of not maintaining children's enthusiasm. This is in line with previous research, which states that during learning at home or online, many parents do not understand the material provided by the school or other teachers, parents consider the assignment to be difficult so they find it difficult to convey it to children [19]

Second, time, with the limited time that parents have to accompany children to study at home, should not be able to hinder family momentum and also become our expectations in connection with circular number 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of the corona virus disease (Covid-19). Parents do not have enough time to accompany their children to study at home because having to work is another problem during the Covid-19 pandemic. The role of parents is very important in the implementation of learning at home during the Covid-19 pandemic, because parents are the first educators for children in family education, therefore, parents must always try their best to guide children when studying at home [21] .With the synergy of all parties in how to make everyone an educator as well as a student, it is not impossible. Third, different children's behavior (moody). With children's moods easy to change, therefore parents are required to be able to maintain their mood. This is supported by research [22] that parents must know that the psychological well-being of children means that children do not become anxious or stressed in new situations. In this case, parents must take the attitude to formulate the handling of tantrums in children due to boredom while studying at home, namely parents recognize the child's tantrum patterns and minimize the occurrence of tantrums in children.

Fourth, sometimes children feel bored and focus on their play. Parents at home continue to be bored, especially children whose world should be filled with play and all parents can see that boredom is synonymous with laziness or lack of motivation. This is supported by the opinion

[23] explaining that overall interest provides strength for learning, therefore the first thing that is important in learning is to foster interest in learning.

From the results of the research above, it can be concluded that all parents who experience problems in the division of time and parents' work, as long as they provide enough time, the children's and children's badmoods are bored and distracted by other things such as toys. It can be concluded that all parents experience problems with their parents in assisting children with online learning.

While the results, in the implementation of online learning during the current pandemic experienced by teachers in implementing online learning, namely:

First, an unstable internet connection. This is supported by research [23] showing other negative results regarding internet services, namely that it may affect the health of students. Another obstacle that was found was the ability of parents to provide online education facilities such as the use of the internet network which required a lot of money. This condition seems different from that in China which has been able to better provide the supporting infrastructure for online learning in schools and universities. Since the last few decades the Chinese Government has built a number of national projects to prepare online learning infrastructure in schools and even create online school projects [24] Second, it is difficult to interact with children due to network constraints or unstable devices. This is supported by research [20] which found that the obstacles faced by students and lecturers in online learning include: availability of internet quota, unstable networks, and supporting tools such as devices and laptops. Online learning is considered effective if it is applied during the Covid-19 pandemic, but a more varied model is needed to keep it interesting if used in the long term.

From the results of research at the Kingdom School, it can be concluded that all teachers feel obstacles in implementing online learning in children, including unstable internet connections and difficulty interacting with children. It can be concluded that parents and teachers alike have many obstacles that are faced in online learning for young children.

3. Parents' solutions in handling the obstacles experienced in accompanying children to study at home during the Covid-19 pandemic

The results of the study regarding parental solutions in handling the obstacles experienced in accompanying children to study at home during the Covid-19 pandemic, namely:

First, by communicating with the teacher. Parents have an obligation to maintain good communication with teachers, to be patient in facing obstacles in accompanying children to learn during this pandemic. This is supported by research [25] Parents must be present to supervise and pay attention to children both before learning begins, when learning takes place, until after learning is complete.

Second, creating a positive atmosphere, creating a conducive home atmosphere, so that it is always peaceful and conducive are important factors that affect the focus of student learning. A calm and peaceful home atmosphere can come from parents' understanding of the student's social situation. This is supported by research [24] which found that parents can increase the closeness of their relationship with their children and parents can see directly the development of their children's ability to learn.

Third, apply discipline, by applying this discipline, children are more focused on learning. This is supported by research [21] which found that the positive thing that can be obtained is that children have a personal closeness to their parents.

Fourth, making learning videos for children, by making learning videos for children, one way parents explain to children about learning that finds it difficult when online learning takes place. This is supported by research [22] showing the results that the advantages of video as a learning medium are easy to use and able to explain content more realistically. The downside is not interactive.

From the results of research at Kingdom School, it can be concluded that in handling the obstacles experienced in accompanying children to online learning in young children, namely by communicating with the teacher, creating a positive atmosphere, imposing discipline and making learning videos for children. So that with this solution children's online learning runs effectively.

6. CONCLUSIONS

Based on the results of research conducted regarding the transformation of learning from childhood through parental assistance during the Covid-19 pandemic, it can be concluded as follows:

1. The parental assistance model in online learning during the Covid-19 pandemic at Kingdom School, namely (1) parents ensure their children and pay attention to the material from the teacher, this model works effectively, (2) accompanies children while doing homework (PR), helps explaining lessons from YouTube videos, giving children books to practice reading and phonics, so that this model is effective because children are more active and know more about their own children's strengths and weaknesses, and children understand material that has not been understood, (3) parents take part in every material provided by the teacher, so that the model is very effective, because parents become substitutes for teachers, (4) parents also involve themselves in online learning from the teacher so that children feel they have friends physically when learning takes place, so that the model is far away more effective, because children feel they have physical friends when learning takes place.
2. The obstacles faced by parents in accompanying young children in online learning during the Covid-19 pandemic are maintaining children's enthusiasm, not giving enough time, bad mood children and children bored and distracted by other things such as toys.
3. Parents' solutions in handling the obstacles experienced in accompanying children to study at home during the Covid-19 pandemic, namely First, by communicating with the teacher. Second, create a positive atmosphere. Third, apply discipline and Fourth, make learning videos for children.

The suggestions that researchers can provide by looking at the findings and conclusions above are as follows:

1. Parents

Always provide assistance to children when learning so that children can be more enthusiastic in learning. And those who have tried to accompany children while studying should be further improved so that it can be used as motivation for other parents who have not been able to accompany children when learning.

2. Teacher

Always try to create fun learning so that students are more enthusiastic about learning even when they have to learn from home. And what has been done so that it can be used as motivation and guidelines to further improve skills in teaching and so that students do not get bored of learning.

3. School

It is expected to provide guidance in the online learning process during this pandemic in terms of using learning support applications, so that parents do not get bored and are not confused when they have to use several learning applications to support the implementation of the distance learning process properly.

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