

PARENTING NEGOTIATIONS: THE ROLE OF PARENTAL AGENCIES IN LEARNING DURING THE COVID-19 PANDEMIC AT BAKTI ISLAM KINDERGARTEN 1 KALASAN

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Abstract. The Covid-19 pandemic period did not only change the social order of Indonesian society, but also the world of education. The dynamics that occur include a shift from school learning towards learning from home and demands a large role for parents to be involved in it. The role of parental agencies is no longer just to meet the needs of children's facilities and infrastructure in meeting their learning needs, but demands an egalitarian dialogue and communication space to build motivation and interest in children in overcoming boredom and laziness during the learning process from home. For this reason, negotiations are needed as new forms and ways for parents to overcome various kinds of early childhood learning problems during the COVID-19 pandemic.

Keywords: negotiation, parenting, learning, covid-19 pandemic period

INTRODUCTION

The COVID-19 pandemic is a challenge that must be faced by all countries in the world and causes a crisis that has never been faced before. The Indonesian government has decided to issue a policy regarding the Guidelines for Large-Scale Social Restrictions (PSBB) aimed at several big cities in Indonesia. This policy is in accordance with the Regulation of the Minister of Health of the Republic of Indonesia Number 9 of 2020. This Large-Scale Social Restriction is carried out in order to break the chain of spreading the Covid-19 pandemic which is increasingly widespread in Indonesia. This PSBB has an impact on disrupting activities in various sectors because PSBB provides restrictions on activities in schools, workplaces, religious activities, public places or facilities, social and cultural activities, public transportation operations, as well as activities related to defense and security aspects.

The implementation of PSBB and social distancing has had a negative impact on various sectors, not only the economy, health and security that have been affected by the Covid-19 pandemic, educational activities are also directly affected. In the education sector, the Indonesian government issues guidelines for the implementation of education in the academic year and the new academic year during the Covid-19 pandemic. This guide was compiled to prepare Education units while undergoing various educational activities during the Covid-19 pandemic. The form of the implementation of PSBB in the realm of education is in accordance with the Minister of Health of the Republic of Indonesia No. 9 of 2020 is a school holiday that replaces the teaching and learning process at school by being carried out at home using the most effective media (Kurniasari et al., 2020). This teaching and learning activity is commonly referred to by the general public as learning from home, which means learning is carried out remotely. The principle of this activity is that students can access learning materials and resources without time and place restrictions. Learning from home activities are carried out by almost every level of education from Kindergarten to Higher Education because educators cannot deliver learning materials through face-to-face meetings with

students. Therefore, learning activities from home are expected to facilitate the teaching and learning process for educators and students so that the objectives of the learning materials are as expected.

The challenges of distance learning are also faced by all countries at various levels of education. In the United States, early childhood education teachers have challenges in distance learning, including; lack of preparation for distance teaching and learning, shortages in pre- and in-service training to meet children's educational needs remotely, and the need to work differently with caregivers. Teacher training and development should include the knowledge, skills and dispositions necessary to successfully reconsider and participate in teaching and distance learning (Atilas et al., 2021).

Early childhood education institutions in Indonesia implement distance learning by taking into account the characteristics of the parents of students and the environment around the school. Ceudah Mulia Teunom Aceh Jaya Kindergarten conducts online learning via WhatsApp by giving assignments and fun games with parental guidance. Meanwhile, Al-Hidayah Pasie Raya Aceh Jaya Kindergarten does not use social media platforms or other online learning methods due to various limitations, such as a general understanding of technology, inadequate availability of technological facilities owned by schools and parents. Al-Hidayah Kindergarten conducts learning by inviting parents and assigning assignments to students, and the children's work is returned to the school to be assessed. However, the role of parents in synergizing with teachers during the PAUD student learning process during the COVID-19 pandemic is key (Fitri & Latif, 2021).

The role of parents during this COVID-19 pandemic can be maximized by maintaining communication between teachers and parents. Some of what teachers can do is through WhatsApp group media, even before the COVID-19 pandemic, such as in Mutiara Hikmah Islamic Kindergarten and Lalita Kita Bintaro (Sumarni et al., 2019), through e-book parenting which has a significant influence on the implementation of distance learning. away during this pandemic. E-book parenting has several advantages; small file size, easy to process, easy to distribute, track and fast content, and access and copy. In addition, this e-book has increased the ability of early childhood parenting in health and nutrition services so that the child's immune system, height and weight can grow according to their age. Education and limited learning facilities at home through e-books, containing self-help activities, routine activities, and playing can inspire parents to accompany their children to learn from home. Home becomes a fun school for children, and mothers are able to accompany them with sincerity, patience and good knowledge (Asmawati & Hidayat, 2020).

RESEARCH METHOD

The research approach used in this article is qualitative research. The type of research is a case study, namely research that examines specific cases where the researcher investigates a bound system (one case) or a double bound system (several cases) from time to time (Cresswell, 2015). The case in this study is the role of parental agencies in learning during the COVID-19 pandemic at Bakti Islam 1 Kalasan Kindergarten.

This research was conducted at Bakti Islamic Kindergarten I Kalasan Sleman Yogyakarta. Collecting data through: (1) participatory observation, researchers as the main instrument are involved in student learning activities during the Covid 19 pandemic, (2) in-depth interviews, researchers conduct in-depth interviews with teachers, students, and parents of students to answer questions research on the role of parental agency in learning during the COVID-19 pandemic at Bakti Islam I Kindergarten I Kalasan, (3) documentation, researchers interpret documentation related to the role of parental agency in learning during the covid-19 pandemic at Bakti Islam 1 Kalasan Kindergarten.

The main instrument in this research is the researcher himself. Therefore, researchers will observe directly in the field to see the role of parental agencies in learning during the COVID-19 pandemic at TK Bakti Islam I Kalasan Yogyakarta to collect complete and accurate data. Researchers try to find out, understand and translate every event that exists and occurs in the field. To improve the quality of the data collected, the tools used in this data collection are: (1) interview guidelines, (b) observation sheets, and (c) activity documentation tools.

Checking the validity of the data by using: (1) triangulation of sources, researchers conduct interviews with teachers, students, and parents of students on the same question, (2) triangulation of techniques, researchers check data sourced from interviews with data sourced from observations and documentation, and (3) triangulation of time, researchers make observations in the morning and also during the day (Sugiyono, 2009).

Data analysis in this study uses interactive analysis techniques as proposed by Miles and Huberman (Miles & Huberman, 1992), which contains three activities that interact with each other and take place continuously until complete and the data is saturated. Activities in interactive data analysis are data reduction, data display, and conclusion drawing/verification.

RESULT AND ANALYSIS

1.1. Parents, the Role of Agency and Learning from Home in TK Bakti Islam 1 Kalasan

Parents are a component of the family consisting of father and mother, and are the result of a legal marriage bond that can form a family (Ruli, 2020). Parents are the most important and first educators for their children because children receive education from their parents for the first time. Education in the family actually occurs naturally in building an educational situation. Therefore, parental love for children is a form of true love because parents or fathers and mothers play the most important and very influential role in the education of their children. Moreover, during this Covid-19 pandemic learning period, the role of parents is very urgent in determining the success of early childhood learning. The mentoring process does not only require parents' free time, but also the agency role played by parents. Thus, parents must be good at playing their agency in every precious moment while accompanying their children in assisting them to learn from home.

The role of parental agencies in learning from home needs to be synergistically intertwined with the school. This also happened in Bakti Islam 1 Kalasan Kindergarten, which is a school with an Islamic spirit which was founded in 1970 by several community leaders in Bugisan Hamlet, Tamanmartani, Kalasan, Sleman, Yogyakarta by the Islamic Bakti Wanita Foundation. As an educational institution that oversees early childhood, the quality of educators at the Islamic Kindergarten Bakti 1 Kalasan, Sleman, Yogyakarta is also of great concern, this is evidenced by the educators who are in charge of learning activities having educational qualifications of S1 PAUD graduates and Masters in Education Management. The quality of the Bakti 1 Kalasan Islamic Kindergarten which is increasing significantly is expected to increase public confidence in sending their sons and daughters to study at the Bakti 1 Kalasan Islamic Kindergarten. To date, TK Islam Bakti 1 Kalasan has graduated approximately 1200 students (Source: interview).

Kindergarten Bakti Islam I Kalasan as a school that prioritizes the quality and quality of learning, even in the Covid-19 conditions that require learning from home even though they are still trying to ensure that the role of the teacher agency is not lost even though they do not meet face-to-face. For this reason, it is necessary to have support from the role of parents, and the overall condition of the family environment of students who attend Kindergarten Islam Bakti 1 Kalasan, Sleman, Yogyakarta The academic year 2020/2021 has good and comfortable environmental conditions and supports learning activities. .

The agency role of parents during learning from home is shown in the form of; first, as a motivator and must understand the principles in providing motivation to learn. Learning motivation has a great influence on children in learning at home. With the motivation given by parents, children can enjoy the learning process with the distance learning model (Djamarah, 2011; Qomaruddin, 2017). For this reason, apart from playing their agency as educators, parents also have a position as motivators for their children. A motivator is a person who provides motivation to do something. When motivation is associated with learning activities, it can be interpreted as providing encouragement to students to achieve the learning objectives that have been designed. The existence of learning activities from home today, requires a great encouragement in the form of learning motivation to be able to carry it out well. Moreover, learning activities from home are given to all levels of education, from pre-school to university. At the level of pre-school education and basic education where children still like playing activities, special ways are needed to be able to follow learning from home with more fun and enthusiasm in following them. One thing parents can do is

provide encouragement in the form of continuous motivation. The emergence of learning motivation in oneself is due to the desire to be successful, to achieve the expected goals, to have a conducive learning environment, and to have interesting activities (Efendi, 2020).

Some important principles that can be maximized by parents in providing motivation, including: (1) motivation is used as a basis in learning activities, (2) prioritizes giving reinforcement to intrinsic motivation rather than extrinsic motivation, (3) giving priority to giving rewards in the form of motivation in learning activities. verbal forms such as praise rather than giving punishment, (4) giving motivation tailored to the child's learning needs, (5) providing motivation that is able to bring up confidence and determination in learning, (6) the existence of motivation can bring up learning achievement in children. Thus, parents as motivators for their children must understand these principles, because they will have a big impact when children are carrying out learning from home. The existence of strong motivation from parents is able to bring out enjoyment and enthusiasm for learning in children at home (Djamarah, 2011).

Second, the role of the parent agency in learning the distance learning model for early childhood is a facilitator. In this case, parents must provide facilities or conveniences for their children in distance learning, such as providing necessities or equipment that supports distance learning such as preparing a comfortable learning place, adequate learning equipment, sufficient educational game tools, stationery equipment and so on. as well as communication tools with teachers, can be in the form of mobile phones, computers, laptops, and others which are of course under the supervision of parents. Parents are also required to be able to present various learning resources that support distance learning, both in the form of sources from natural materials, as well as digital materials, textbooks, YouTube, videos and so on (Efendi, 2020).

Third, the role of the parent agency as a model. Parents at home are models for their children just as teachers are models in school. Teachers in Javanese are interpreted to be *digugu* and imitated. Parents must have a role like this, which is to be nurtured or obeyed and imitated or imitated. Parents are role models for their children, especially during the Covid-19 period because they demand a big role to play (Efendi, 2020). In this case, parents must cooperate with the teacher. Based on the data obtained, there are several findings made by parents in collaboration with their teachers, including (1) creating a WAG (Whatsapp Group) which is used as a communication tool and reports on children's development either audio, visual or audio-visual; (2) fill out the link book, this book contains children's activities while studying at home; (3) make a parental assessment filled out by students. This is done so that the learning from home program can run according to expectations and parents can take the role of the teacher to the maximum at home. Parents can also be the originators of creative and innovative ideas in distance learning that their children can do, such as the motto "*ing ngarso sung tulodho*". Parents are the main model in distance learning, through parents children can learn how to speak, act and do their daily lives at home (Efendi, 2020). Thus, the role of parental agency during the learning process from home is more diverse and requires preparedness for each role it plays so that children feel comfortable and get a meaningful learning atmosphere even though they are not directly at school and with their teachers.

1.2. The Problems of Learning from Home

Learning from home is a new challenge for all educational institutions because educational institutions have never faced challenges like this before. In implementing learning from home in the midst of the Covid-19 pandemic, it requires good cooperation between educators, students, and parents. Since the policy of learning from home was first issued, there has been no clear guideline in the implementation process for every educational institution, whether formal, non-formal, or informal. The PSBB policy only states that teaching and learning activities in schools are replaced with teaching and learning activities at home with the most effective media (Fadilah, 2020). This policy is still unclear and causes many teachers to feel confused in determining how to learn the right way using the system, so that even if it is done at home, the learning process can run according to expectations and teaching and learning objectives can be achieved properly.

One of the educational institutions that have difficulty in carrying out learning from home is Kindergarten. In general, learning activities in Kindergarten are carried out directly through face-to-face in the classroom. This is because early childhood still need direct guidance by educators. In addition, Kindergarten is a level of education that is considered the most fundamental, where the

success of children's education at the next level is largely determined by the various kinds of stimulation provided during Kindergarten. However, during the Covid-19 pandemic, learning activities in Kindergarten took place through learning activities from home.

Learning activities from home for Kindergarten are different from other levels of Education because Kindergarten students are still too young and have not been able to operate digital technology properly without parental assistance. For this reason, special assistance from parents and educators is needed. In the implementation process, learning activities from home are carried out at the homes of each student. Therefore, parents must play an active role so that the learning process can run well. Readiness to learn from home can be seen from how parents guide their children while studying at home (Yulianingsih et al., 2021).

Learning activities from home in Kindergarten is not easy. This then raises several obstacles in the application for early childhood. Based on the results of the study, various obstacles encountered during learning activities from home were obtained, both caused by interference with internet facilities, children's behavior during the learning process and parents' obstacles in assisting children in learning. the percentage of data on learning problems from home is the percentage of children's behavior 59%, parental support 23%, internet facilities 18%. The results showed that learning activities from home that had lasted more than seven months caused most of the children to experience various problems in the learning process. Problems in online learning include children who are not interested in learning, lazy to do assignments, have difficulty concentrating and do not want to listen to parents' advice. Some children find online learning uninteresting, boring and increasing frustration and confusion, children's behavior is not disciplined when studying schedules. Based on interviews with parents, they find it difficult to deal with children's disobedient behavior while studying. So parents need to advise and persuade children to want to do the tasks given by the teacher (Ade & Fauziddin, 2021).

Some of the obstacles in the research above, one of which can cause children's laziness in carrying out learning activities from home and result in not achieving the learning. Laziness is a feeling of decreasing mental spirit in a positive desire which is reflected in body movements to carry out spiritual or physical activities, refusing tasks, being undisciplined, not being diligent, feeling reluctant, procrastinating, diverting oneself from obligations (Hakim, 2002). Children who experience laziness in learning will show their form of laziness with different behaviors in each of their children, where this behavior indicates that the child is experiencing laziness in learning. According to Heryanto Sutedja, the characteristics of students who are lazy to learn are as follows: (1) Daydreaming while studying, (2) Playing while studying, (3) Very low learning achievement, (4) Never serious in learning (Sutedja et al., 1991).

The lazy learning behavior shown in each child is different, as well as the causes of lazy children to learn. For this reason, teachers and parents must pay attention to the behavior and causes of lazy children to learn so that they can provide the right treatment in overcoming laziness in learning in children. The most prominent impact on children who experience laziness in learning is that their intelligence and learning achievement decrease and their learning performance becomes low, the most fatal if the child no longer has interest in learning. Regarding the problem of laziness in children's learning during the Covid-19 pandemic, parents are the main key holders in overcoming laziness in learning and instilling the spirit of children's learning. But in practice, good cooperation between school principals, teachers, and parents must be emphasized to be able to find the best solution in overcoming laziness in learning in children.

The problem of children's laziness in learning from home also occurs in group A students of TK Islam Bakti 1 Kalasan which is shown in various forms, including the following:

a. Rebelling Rebellion

Is one of the natural behaviors carried out by children with the intention of venting emotions and venting the turmoil that exists within them. The form of rebellious behavior that is often felt by parents is anger that occurs in children. In learning activities from home, children often rebel when they are lazy to learn. This is in accordance with the results of the interview with Mrs. NI as follows: "If you don't want to study, it's difficult. If you are forced to study and then sulk, you will be angry with your mother." This was also conveyed by AOG's mother as follows: "I'm lazy to do assignments, sometimes I'm eager to learn, but if I'm lazy when I'm told to study, I just mumble."

This condition shows that the child shows a rebellious attitude with anger. In this case, parents are required to be more careful so as not to be provoked by emotions in the face of a child's rebellious attitude, parents must also be a good example and role model for their children. This is in accordance with the results of the interview with Mrs. TS as follows: "As a parent, if your child is rebelling, you have to be patient, you will be told. When studying, parents must accompany and help children when they study, giving examples to children. If you don't have company, you like doing it as you please." The statement explains that one form of laziness in learning that is displayed by children is rebelling. Parents must be able to understand the condition of children, especially when carrying out learning activities to avoid children from rebelling and parents must be wise in implementing children's learning activities.

b. Doing As You Like

The Covid-19 pandemic has changed the learning activities in various schools. Learning activities from home are increasingly making children lazy to study. One of the forms of laziness in children's learning when learning from home is when children learn, children only want to do assignments as they please. Children who are lazy to study usually only want to do the tasks they like or do the tasks that seem the easiest and most enjoyable to the child, while the tasks they don't like are not done. This is in accordance with the results of the interview with Mrs. NI as follows: "doing as she pleases. If you like to match, you just want to match the pictures, you are told to color it is difficult."

The statement above explains that children only want to do the tasks they like. As a result, the activities that the child does not like are left unfinished or the collection of assignments becomes late. The results of the interview with IA's mother also showed that: "I only want to do assignments from school that children like. Not everyone likes it." Children who do tasks as they please, if left unchecked, besides being able to cause unfinished tasks, can also hamper the child's development. Children who only want to study and do assignments as they please if left unchecked can become a bad habit so that learning performance decreases.

The statement above explains that one form of laziness displayed by children is doing tasks as they please. So that parents must be able to accompany and supervise children while studying so that all school activities are not missed so that they can be completed properly.

c. Procrastination in Doing Tasks

One form of laziness in learning that occurs in children is delaying in doing assignments. Delaying tasks for children is when they have tasks to do, but the child chooses to do other activities that should be put aside. The new child will work on learning activities when it is close to the deadline for collection. This is in accordance with the results of the interview with RFA's mother as follows: "if you are asked to do the assignment in the morning the answer will be later & until the evening the task is delayed". In carrying out learning activities from home, children often buy time in doing the tasks given by the teacher. As a result, sometimes tasks are not completed or delayed in their collection. The results of the interview with EN's mother showed that: "I like to procrastinate. If you are asked to bljr, the answer will be this afternoon, if you are asked to do it again later in the evening, but if you are diligent, one magazine can run out immediately." Children who delay learning activities often make parents feel irritated so that parents must try to control their emotions so they don't treat their children badly. Parents also have to find ways to get their children to learn and do their work without delay. Based on the results of the interview with Mrs. TS, she stated that: "Sometimes tasks like to be postponed. If you're not in the mood, you don't want to. We, as parents, have to be patient, find a way so that the children want to learn, it's a shame when they want to save."

Based on the statement above, it can be concluded that the form of laziness in learning that is also displayed by children is often procrastinating in doing assignments by reasoning when asked to do assignments by parents so that parents must be more intensive in accompanying children when studying so that children want to carry out school activities without having to delay the task of learning activities.

The emergence of laziness in learning in children during the learning process from home is caused by various factors. Among them are the absence of friends that make children feel lonely and uninspired, physical fatigue, excessive use of gadgets, and excessive television viewing. The

Covid-19 pandemic requires that learning activities be carried out in their respective homes, which causes children who usually study with their friends at school to study alone at home. The absence of friends makes children feel lonely and not enthusiastic in learning and then causes children to be lazy to study. Physical fatigue is also a factor in children's laziness in learning. Learning activities carried out alone at home continuously make children feel heavy and tiring. In addition, for children who like to procrastinate on tasks that must be done, the tasks will pile up and if the deadline for collecting assignments is reached, the child must do all of his delayed learning tasks, as a result, the child will become physically tired. Gadgets are one of the causes of children being lazy to study. Excessive use of gadgets makes children addicted. Excessive use of gadgets can reduce children's learning abilities. So, children who are addicted to gadgets will affect children's learning activities, causing laziness to learn. Television is an electronic medium that is favored by various groups because it provides a variety of interesting shows. These programs can make children feel at home in watching television for a long time. Children who are addicted to watching television will find it more interesting to watch television when compared to learning which will later become procrastinating in doing assignments or even not wanting to do assignments.

1.3. Forms of Parental Negotiation in Learning from Home

Learning from home is different from learning carried out at school. This is because learning is not done face-to-face directly but through distance learning. In this learning, the teacher is not present in the classroom with the students, but is in different places and is carried out with the help of electronic media connected to the internet. During the learning process from home, it is the parents who accompany the child in every learning process.

Success in overcoming laziness in children's learning does not necessarily come from the ability of parents alone, but also depends on good cooperation between school principals, teachers, and also parents. Recognizing the lazy condition of learning that occurs in children at Kalasan Islamic Bakti 1 Kindergarten, both teachers and school principals also participate in dealing with children who are lazy to learn. In addition, the role of parents in educating children is very necessary during the Covid-19 pandemic. For this reason, even though teachers and school principals have tried their best to help overcome children's learning laziness, parents also have to find solutions to overcome children's laziness in learning. In connection with this, there are things that need to be considered and negotiated by parents and children so that the process of learning activities from home takes place effectively, as material for negotiations, including;

1.4. Making Learning Rules

Since learning activities are carried out at home, many children are lazy to study. One way to overcome the laziness of studying at home in children is to make rules in learning. Regulations in learning are made with the aim that children can be disciplined and responsible in doing school assignments. This was expressed by Mrs. WS: "Yes, you can't watch TV if the task is not finished, you can't eat snacks if the task is not finished."

The function of making learning rules is so that children get used to it. When children are diligent in doing assignments every day according to agreed rules, the longer the child will be more accustomed to learning. If the child is used to applying the rules made, then the level of discipline and responsibility of the child will be honed so that awareness will arise automatically to do school work. This was expressed by Mrs. TS: "Make an agreement with the child. Don't say that you learn first before you play. Do the job until it's finished. Later, the children will obey, so they study diligently."

The statement above explains that the making of learning rules must be based on an agreement between parents and children. In addition to training children's discipline and responsibility in learning, making learning rules also makes children's activity schedules more organized. In addition, the benefits of making learning rules can also teach children how to set priorities. Children are expected to determine it is more important to carry out learning activities first or do other activities and also children practice to determine the right time to learn or play in accordance with the rules that have been made and agreed with parents.

Based on the statement above, it can be concluded that making rules in learning can be used as a solution for parents in overcoming children's laziness in learning from home in group A in TK

Islam Bakti 1 Kalasan with a note that the regulations made are adapted to the child's condition and making regulations must have been agreed upon by the parents and the child in order to carry out these regulations without coercion.

a. Reward

Reward according to language, comes from English reward which means award or prize (Echols & Shadily, 1996). Rewards are gifts, remuneration, educational tools given to students who have achieved good achievements (Kresensia, 2019). Meanwhile, another opinion about rewards is as a tool to educate children so that children can feel happy because their actions or work get awards (Purwanto, 2007).

Rewards in the world of education can be used by parents as a tool to improve or increase the spirit of learning in children, in other words so that children have a harder will to learn. By giving this reward it will make the child feel happy. In addition, giving rewards is a tangible proof of appreciation and appreciation from parents for what the children have achieved. This was expressed by Ms. NI: "I persuaded & I provoked with items/things that the child wanted if he had not finished the task, I did not give his will, sometimes I waited for the child to be invited to do school work". Kinds are not only in the form of goods but can also be in the form of praise. Giving rewards in the form of simple praise for children can make children feel happy and confident. If the child feels happy and confident, it can arouse the child's enthusiasm for learning and the child will tend to try to study harder. This was expressed by Mrs. K: "if you are diligent in working you are always praised and given a gift (favorite food)".

In addition to giving goods and compliments, giving rewards can also be in the form of giving children extra play time, favorite foods, or gifts for tickets to the zoo. Rewards are also given at certain times and not excessive. For example, when a child has succeeded in doing schoolwork many times. It is intended that after being given a gift, the child will continue to make learning activities a habit. This was explained by Danish, a student of group A at Islamic Kindergarten Bakti 1 Kalasan: "If I study hard, my mother and father will take me for long walks to the river, then I will be served very good food".

Giving rewards to children is one way that parents can use to seduce children so that the spirit of learning and giving rewards is proven to make children more enthusiastic about learning. Giving this reward can be used as a solution for parents in overcoming children's laziness during learning from home with a record that the reward is not excessive and adjusted to the needs and desires of the child. Therefore, the efforts of parents in overcoming the laziness of learning from home through the provision of rewards will give better results because it can increase children's enthusiasm for learning with pleasure and without compulsion.

b. Communication

Building good communication in children is a simple thing but has great benefits. Communication is an important role in humans because basically humans are social creatures. Positive communication with children can have many benefits. Good communication can strengthen the relationship between parents and children in a good and fun way. Basically every child's development is different. Therefore, through communication parents can see and identify the development of children, their nature and behavior. Communication can be said to be effective if both parties. In children's learning activities, before parents invite children to study together, parents must open a communication room with children first related to these learning activities. Communication is also needed by parents if the child begins to experience laziness in learning. If children express their opinions about what is happening in their learning activities, parents can find out what children like and don't like when doing learning activities. The purpose of this communication is so that parents can understand what causes laziness to learn in children. This was explained by EN's mother: "I persuaded him, asked him why he was lazy to study, then I advised him, & gave an example of learning by playing. Anyway, there must be good communication in order to understand each other."

Communication between parents and children can be started by listening to their children's complaints, finding out their hopes and desires, and motivating children. Listening to children's wishes can be packaged in a game narrative. From the narrative of the game, it is known that children

express a desire to get back into their lives and daily routines, be with their friends, extend play time, be outdoors, and have authentic information. Practitioners and policymakers should consider these expressed needs of young children as they develop their COVID response (Pascal & Bertram, 2021).

After parents know the cause of laziness in learning in children, parents can ask children what they want and what to do so that children want to learn. In addition, the form of communication that parents do to their children is by routinely reminding them of tasks that have not been done. With good communication in reminding the task, the child understands that there is a responsibility that must be completed. This was explained by NI's mother: "Talk about it together. For example, when a child is lazy because he doesn't have friends, he'll be asked what he wants, he wants to study with his brother and I so that he feels like he has a friend." Good communication can establish openness between parents and children. Before carrying out learning activities, parents must explain in advance why the child must learn and what happens if the child does not want to learn. So, the child will understand his responsibilities and when the child is asked to learn, the child will obey. Children become more disciplined in doing tasks because children already know their responsibilities. This was also expressed by AOG's mother: "according to..because she already understands her duties and responsibilities."

Good communication can also make children more valued and loved because children can voice their opinions, complaints and concerns about what they feel during the learning process, the obstacles faced by children, and things that children need and want in helping children's learning activities. Just like when children feel lonely because children usually study with friends at school, since the Covid-19 pandemic occurred, children have to study alone. Children can tell their feelings of loneliness, and parents can identify and find the right solution so that children no longer feel lonely. Just as when a child is feeling tired because of learning from home, parents can respond well if it has been communicated between parents and children. This was stated by AOG's mother: "I persuaded. Oh, right, there is a task from the teacher, let's work together... later if you have too much, you will take a break and then continue again"

The statement explained that building good communication also serves to minimize misunderstandings between parents and children while carrying out learning activities. Parents become more understanding of the situation that is being felt by children which causes children to be lazy to study so that parents can find the right solution to help children overcome their laziness in learning. Based on the statement above, the efforts of parents in overcoming children's learning laziness can be done by building good communication between parents and children because in fact effective communication that exists can be a strong shield in preventing or correcting problems faced by children and with communication can facilitate parents in finding out the causes and ways to overcome the laziness of learning from home faced by children.

CONCLUSION

The Covid-19 pandemic has caused a decrease in the condition of learning enthusiasm for group A children at Kalasan Islamic Bakti 1 Kindergarten who are increasingly experiencing laziness in learning from home so that parents inevitably have to try to overcome their child's laziness in learning. Among the forms displayed by children are rebellious attitudes, doing tasks as they please, and delaying in doing assignments. The causes of children's laziness in learning from home in group A in TK Islam Bakti 1 Kalasan itself are quite diverse, including no friends so that it makes children feel lonely which makes children lazy to study, physical fatigue in children so that children become lazy to study, use of gadgets can cause children to be lazy. interfere with children's learning activities that cause children to be lazy to study, and watching television excessively or watching television programs that are less educational can also cause children's laziness to learn. The problems that occurred in learning from home gave birth to a form of negotiation carried out by parents in group A in TK Islam Bakti 1 Kalasan, including: making learning rules, giving rewards, and open communication.

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