



Children's Physical Motoric Development During The Covid-19 Pandemic Through Home Visit

Rebecca Hayyu Rachmaprilia^{1*}, Bachtiar Syaiful Bachri², Hendratno³
^{1,2,3}Universitas Negeri Surabaya, Surabaya Indonesia



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ABSTRACT

Research aims to determine the role of teachers, physical aspects of motor skills, home visit activities for children, and the physical motor development of children aged 4-5 years during the Covid-19 pandemic through home visit activities at Alif Kindergarten Surabaya. This research is a descriptive qualitative research because it describes the phenomenon as it is, namely the description of the physical motor aspects of children aged 4-5 years at Alif Kindergarten Surabaya during the Covid-19 pandemic through home visits. The approach used in this research is a case study because this phenomenon is only centered in TK Alif Surabaya. Case study data can be obtained from all parties concerned, in other words in this study collected from various sources (Nawawi, 2003). The results of this study can be concluded that the teacher's home visit activity is one solution as an online learning support activity for children aged 4-5 years at Alif Kindergarten Surabaya. The development achievements of children aged 4-5 years at Alif Kindergarten Surabaya during teacher home visits during the Covid-19 pandemic are: 1) Children can imitate animal movements; 2) Write numbers, letters, hijaiyah; 3) Jump, 4) Playing with plasticine; 5) Movement and song; 6) Coloring, cutting, and pasting.

INTRODUCTION

In 2020 there was a Covid-19 pandemic, including in Indonesia. Thousands of people have been infected throughout the 2019 Coronavirus Disease or Covid-19 which resulted in many deaths in the world. UNESCO said that the Covid-19 pandemic threatened 557,305,660 students from preschool, elementary, to high school and 86,034,287 students. Therefore, the Indonesian government has implemented a policy of learning from home and worshipping at home since mid-March 2020 as a solution to suppress the spread of the Covid-19 virus. This policy applies to all students, including at the early childhood level.

Technically, the distance learning process has many obstacles. Learners from families who don't have internet access or even don't have cellphones feel worried when learning assignments are delivered via WhatsApp or other applications. Learning from home activities make students bored because they cannot interact directly with teachers and friends. Learning at home supports some parents who are stressed in accompanying children if they do not understand the child's character. Material parents can explain many things related to learning. Meanwhile, some parents have to work at the same time. This learning obstacle also occurs in children aged 4-5 years at Alif Kindergarten Surabaya. In addition to several obstacles during online learning activities, children's development has not been optimally stimulated. One aspect of the development of children aged 4-5 years that is not optimal is the physical motor aspect.

Motor development is the development of the elements of maturity and control of body movements. During the Covid-19 pandemic, learning activities for children were emphasized more on developing life skills such as helping clean the house, organizing

the house, cooking with parents, and so on. Even though the activity was photographed, the teacher still felt that he was not optimal in developing the physical motor aspect of group A children (Age 4-5 years) at Alif Kindergarten Surabaya. Some of the activities that have been carried out by teachers related to motoric physics are imitating kangaroos. Children are asked to jump like a kangaroo when online learning activities through zoom media. Not all children enjoy doing this activity. Various reactions can be seen when children do these activities, such as children who are not enthusiastic when asked to jump like a kangaroo, there are children who are shy, and there are even fussy children who do not want to take part in online learning activities from home.

Therefore, school principals and teachers implemented home visit activities for group A children (Age 4-5 years) at Alif Kindergarten Surabaya during the Covid-19 pandemic. Home visits are used to inform mothers about certain developmental aspects of their child's development and to teach them safe ways to stimulate child development at all times (Roggman, 2016). However, this is different from the home visit activity that took place in group A (Age 4-5 years) at Alif Kindergarten Surabaya during the Covid-19 pandemic. Home visits are activities that support online learning from home. Aspects of development that are considered lacking in online learning activities will be stimulated in home visit activities. This activity is the answer to some of the problems that parents complain about. Home visit in group A (Age 4-5 years) at TK Alif Surabaya consisted of 25 children who were divided into 4 groups. One class consists of 25 children. Group 1 has 8 children, group 2 has 6 children, group 3 has 5 children, and group 4 has 6 children. Each child conducts home visits twice a week. The location of the home visit is the children's house which has been agreed upon by each group.

The teacher visited the house based on the scheduled time. The home visit lasts 30 to 45 minutes by implementing health protocols. The stages of group A home visit activities (Age 4-5 years) at kindergarten Alif Surabaya are: 1) reading a prayer before the activity takes place, 2) chatting, 3) singing together, 4) physical motor activities such as imitating the movement of an airplane, 5) ask questions about previous learning, 6) explain today's material, children do activities related to cognitive such as writing, 7) ask questions about ongoing learning activities, 8) prayer.

RESEARCH METHOD

This research is a descriptive qualitative research because it describes the phenomenon as it is, namely the description of the physical motor aspects of children aged 4-5 years at Alif Kindergarten Surabaya during the Covid-19 pandemic through home visits. The approach used in this research is a case study because this phenomenon is only centered in TK Alif Surabaya. Case study data can be obtained from all parties concerned, in other words in this study collected from various sources (Nawawi, 2015). The subjects in this study were four parents of children aged 4-5 years, 3 teachers, the principal. Because the main purpose of this research is to collect data, the data collection technique is very important. Observations, interviews, documentation were used to obtain data in this study.

The data analysis technique uses the Miles and Huberman model, which consists of: 1) data reduction, 2) data presentation, 3) verification. This study uses triangulation to test the validity of the data. The triangulation method used is triangulation of stones,

techniques, and sources by examining interview notes, observations, and documentation. The steps are then outlined in the flow chart as follows Figure 1.

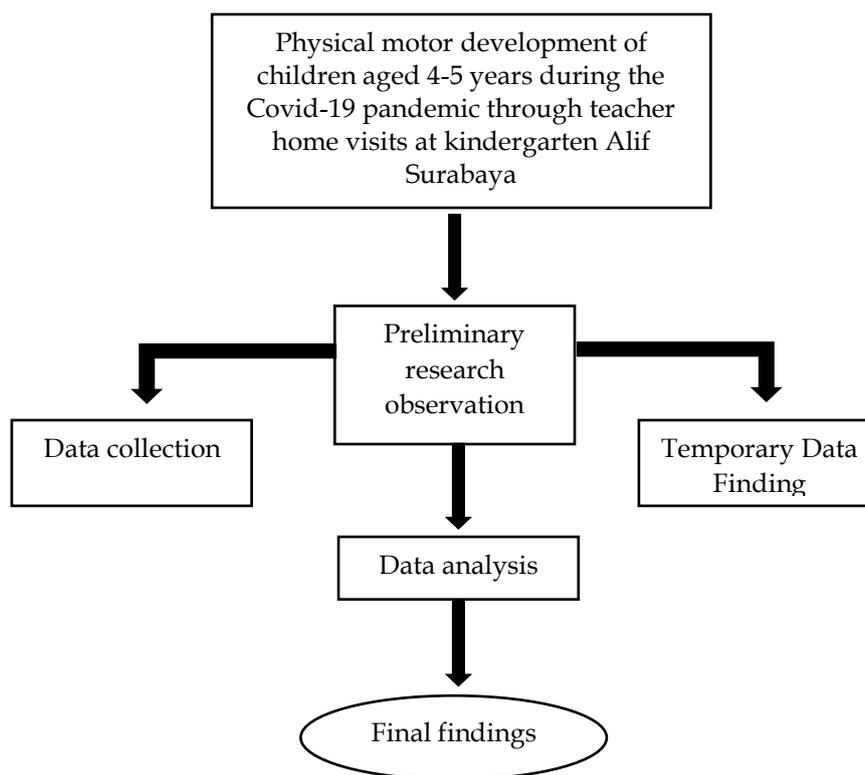


Figure 1. Research flowchart about children's physical motoric development during the Covid-19 pandemic through home visit.

RESULTS AND DISCUSSION

The Role of Teachers for 4-5 Years Old During the Covid-19 Pandemic at Alif Kindergarten Surabaya

In 2020 there was a Covid-19 pandemic, including in Indonesia. Therefore, the Indonesian government has implemented a policy of learning from home and worshipping at home since mid-March 2020 as a solution to suppress the spread of the Covid-19 virus. This policy applies to all students, including at the early childhood education level.

Technically, the distance learning process has experienced many obstacles so that the development of children has decreased. Learning from home can affect a child's developmental achievement. Most of the achievements of children's development in various aspects have decreased, except for the arts. The greatest decline occurred in the social-emotional aspect, especially the scope of prosocial behaviour (Wulandari et al., 2020; Pratiwi et al., 2021). This decrease was due to the fact that online learning experienced several obstacles. The limitation of mastery of technology, the variation of teaching material that is still very small, and limited working hours, and there are still teachers who are not ready to face online learning (Ayuni et al., 2020; Dong et al., 2020; Lee et al., 2021; Munastiwi & Puryono, 2021; Sakti, 2021). Parents also experience problems because they are not used to accompanying children for online learning. Parents feel stressed because they run out of ideas in providing activities that can help stimulate children's development (Slovaček & Čosić, 2020; Hidayat et al., 2020; Khan & Ahmed, 2021; Suyadi & Selvi, 2022). This also happened in Alif Surabaya Kindergarten.

There are some parents who work, do not understand the internet, when online learning activities suddenly occur network disturbances. To address the obstacles that occur during online learning for children aged 4-5 years at Alif Surabaya Kindergarten, teachers and school principals conduct an evaluation. Teachers have an important role as facilitators, motivators, innovators in arranging distance learning activities (Prima, 2021). To arrange learning activities that can stimulate children's development. Teachers must be able to use learning methods that are appropriate to children's conditions during the Covid-19 pandemic (Dwijio et al., 2020; Nasution & Sutapa, 2020; Suhendro, 2020; Sutarto et al., 2020). Learning that can be done includes using activities based on information and communication technology (Yu et al., 2021).

Physical Motor Aspects of 4-5 Years Old Children During the Covid-19 Pandemic at Alif Kindergarten Surabaya

Motor activity is an activity related to coordination and is one of the factors that contribute to the potential for increasing children's cognitive development (Galdi et al., 2015; MacDonald & McIntyre, 2019). The physical motor aspect is one of the aspects that has decreased during the Covid-19 pandemic. As stated by BN as a teacher for children aged 4-5 years on October 4, 2022 said that of the 25 children aged 4-5 years in Alif Surabaya Kindergarten when doing jumping movements when learning activities from home online through google meet there were 5 children who got 4 stars with the criteria of developing very well, 6 children getting 3 stars with the criteria of developing as expected, 8 children getting 2 stars with the criteria of starting to develop, 6 children getting 1 star with the criteria of not developing. Therefore, teachers are increasingly innovating to create activities that children can do at home to stimulate physical motor development. Digital media in the form of video is one of the media to improve children's motor skills (Hendraningrat & Fauziah, 2021). In addition, writing activities can also be done to stimulate children's motor development. As stated by Chandler et al. (2021) explained that improving fine motor skills such as writing can be done during the Covid-19 pandemic. Writing activities are balance activities, children's motor coordination that can have a positive effect on reading abilities (Flores-Gallegos et al., 2021; Suggate et al., 2019).

Home Visit Activities for Teachers of 4-5 Years Old During the Covid-19 Pandemic at Alif Kindergarten Surabaya

Home visits are used for information about mothers about certain developments of their child's development and teaching them safe ways to develop child development at any time. Children who receive home visit activities will do better than children who do not receive them (Araujo et al., 2021). However, since the Covid-19 pandemic, home visits have a different meaning. Teacher home visits are an activity to support online learning from home. In previous studies, research results Araujo et al. (2021); Nirmala & Annuar (2020) showed that home visit activities in the 3T area were used as a learning strategy because the area lacked networks and human resources. However, this is different from the home visit activities carried out by children aged 4-5 years at Alif Surabaya Kindergarten during the Covid-19 pandemic. The home visit which took place at TK Alif Surabaya was an activity to support online learning activities.

Parents, teachers, and school principals at Alif Kindergarten Surabaya are of the opinion that teacher home visits are effective activities carried out as learning support activities during the Covid-19 pandemic. Although there were several obstacles during

the teacher's home visit activities, these obstacles were immediately resolved by making improvements through regular evaluations by teachers and school principals at Alif Kindergarten Surabaya. Not only that, the principal, teachers, and parents work together to make preparations before the teacher's home visit takes place. The preparation carried out by the principal is to invite teachers to discuss what activities will be given to children which refers to Permendikbud No. 137 of 2014. Meanwhile, the preparation made by the teacher is to prepare meaningful learning activities (Nasution & Sutapa, 2020). The role of parents includes helping prepare the necessary stationery. It aims to make children more comfortable, enthusiastic, happy, and more receptive to learning.

Home visits for children aged 4-5 years at TK Alif Surabaya consisted of 25 children who were divided into 4 groups. One class consists of 25 children. Group 1 has 8 children, group 2 has 6 children, group 3 has 5 children, and group 4 has 6 children. Each child made a home visit twice a week. The location of the home visit is the children's house that has been agreed upon by each group. The teacher visits the house according to the scheduled time. Home visits last for 30 to 45 minutes following health protocols. The stages of home visit activities for children aged 4-5 years at TK Alif Surabaya are: 1) reading a prayer before the activity takes place, 2) chatting, 3) singing together, 4) motor physical activity such as imitating the movement of an airplane, 5) asking questions about previous learning, 6) explain today's material, children do cognitive-related activities such as writing, 7) ask questions about ongoing learning activities, 8) pray.

Physical Motor Development of 4-5 Years Old Children During the Covid-19 Pandemic Through Teacher Home Visit Activities

Motor is one aspect of early childhood development that must be developed optimally. According to (Flores-Gallegos et al., 2021; Goyal et al., 2016; Suggate et al., 2019), when teachers stimulate aspects of children's motor development, those who experience development are not only in motor aspects but also other aspects. Experiencing development. For example, in writing activities, not only the child's fine motor development will develop, but the language aspect of the child will also be stimulated. Indirectly children will learn to recognize letters and read. In addition, research (Galdi et al., 2015) shows the results that children's motor activities can also stimulate children's cognitive aspects. There are various activities that can be done to stimulate the motor aspects of children aged 4-5 years. One of them is through sports activities. Exercise has a better effect on executive function, reaction speed, coordination, flexibility and agility. In sports activities, not only motor aspects will develop, but children's cognitive aspects will also develop (Azlin et al., 2019). However, due to the Covid-19 pandemic, teachers must be ready to adapt to the situation of learning from home.

BN as the teacher of group A1 said that he had difficulty in monitoring the development of the children of group A because he could not meet the children directly. During the Covid-19 pandemic, learning activities for children were emphasized more on developing life skills such as cleaning the house, organizing the house, and so on. Although the activity was photographed, the teacher felt that it was not optimal in stimulating the physical motor aspects of group A children. Several other activities carried out during online learning activities through zoom or google meet were imitating the movement of a jumping kangaroo. The child is asked to jump like a

kangaroo. Children's reactions vary. There are children who are not enthusiastic when asked to imitate the movement of a kangaroo jumping, some are still shy, some are even fussy and don't want to follow. This is different from the learning activities that took place before the Covid-19 pandemic.

Learning activities that took place before the Covid-19 pandemic were certainly more optimal when compared to online learning activities. The teacher can observe directly how the child moves or performs physical motor activities. Both gross motor and fine motor. The existence of this teacher home visit activity is the right solution to stimulate the physical motor development aspects of group A children. Teachers of group A1, A2, A3, school principals, and parents said that teacher home visits are effective for stimulating physical motoric aspects of group A children because the teacher can motivate children directly if there are children who are still less confident, shy in doing physical motor activities.

There are developments in the physical motor aspects of group A children at Alif Kindergarten Surabaya with the teacher's home visit activities. Children seem not to be shy when asked to do movements, for children who previously still couldn't but often practice writing and get motivation from teachers or friends so that now they show better development. The teacher arranges learning activities during the home visit based on Permendikbud No. 137 of 2014. Every day the teacher tries to arrange different activities to stimulate the physical motor aspects of group A children so that children do not get bored. Both gross motor and fine motor.

With this home visit activity, there are several achievements in the motoric development of children aged 4-5 years: children can imitate animal movements such as imitating flying birds, playing trains while jumping, light exercise, and so on. Meanwhile, activities to stimulate children's fine motor skills include picking up plasticine and forming small rounds, writing numbers, letters, hijaiyah letters, and so on.

CONCLUSIONS

Home visits for children aged 4-5 years are an online learning support activity at Alif Kindergarten Surabaya during the Covid-19 pandemic. The teacher visits the house according to the scheduled time. Home visits last for 30 to 45 minutes following health protocols. The stages of home visit activities for children aged 4-5 years at TK Alif Surabaya are: 1) reading a prayer before the activity takes place, 2) chatting, 3) singing together, 4) motor physical activity such as imitating the movement of an airplane, 5) asking questions about previous learning, 6) explain today's material, children do cognitive-related activities such as writing, 7) ask questions about ongoing learning activities, 8) pray. Based on the explanation above, it can be concluded that teacher home visit activities are one of the solutions to support online learning activities for children aged 4-5 years at Alif Kindergarten Surabaya. The development achievements of children aged 4-5 years at Alif Kindergarten Surabaya during teacher home visits during the Covid-19 pandemic are: 1) children can imitate animal movements, 2) write numbers, letters, hijaiyah, 3) jump, 4) playing with plasticine, 5) movement and song, 6) coloring, cutting, and pasting. For further researchers, it is recommended to examine other aspects of child development, both in home visit activities.

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***Rebecca Hayyu Rachmaprilia, S.Pd. (Corresponding Author)**

Universitas Negeri Surabaya,
Gedung CPD, Jl. Lidah Wetan, Surabaya 60231, Indonesia
Email : rebecca.20004@mhs.unesa.ac.id

Dr. Bachtiar Syaiful Bachri, M.Pd

Universitas Negeri Surabaya,
Gedung CPD, Jl. Lidah Wetan, Surabaya 60231, Indonesia
Email : bachtiarbachri@unesa.ac.id

Dr. Hendratno, M.Hum

Universitas Negeri Surabaya,
Gedung CPD, Jl. Lidah Wetan, Surabaya 60231, Indonesia
Email : hendratno@unesa.ac.id

Attachment

Table 1. The Literature Review Children's Physical Motoric Development During The Covid-19 Pandemic Throug Home Visit

Autor/ Year	Sample Characteristics	Research Design	Result
(Nasution et al., 2020)	32 kindergarten teacher in Bengkulu.	<ul style="list-style-type: none"> Quantitative descriptive using a questionnaire as a data collection technique. The type of questionnaire used is an open questionnaire, namely the research subject is given the freedom to answer and is not given an answer choice. Closed questionnaire in the form of statements in which the research subject can answer with the answer choices given. 	Teachers have implemented online learning with utilizing technology, namely using the help of application media to be able to maximize the stimulation of motor skills both fine motor and gross motor.
(Hendraningrat et al., 2021)	1 teacher and 18 children aged 3-4 years	<ul style="list-style-type: none"> Using the ADDIE model development method. Data collection techniques using observation, interviews. This instrument used is an observation sheet. 	Digital media that in the form of video tutorials has a significant contribution to improving skills fine motor skills of children aged 3-4 years (with a sig value (2-tailed) of 0.03). The implication of this research is that technology education training is needed for prospective teachers to have better self-preparation when teaching using technology.
(Wulandari,et al., 2020)	46 kindergarten teachers in Surakarta.	<p>Descriptive quantitative approach with collection techniques data using a questionnaire.</p> <ul style="list-style-type: none"> The type of questionnaire used is a closed questionnaire, that is, the research subject is only allowed to choose the answers that have been provided on every question 	The online learning system has an influence on the achievement of early childhood development in kindergarten. Almost most of the children's developmental achievements in some aspects during online learning have decreased except for the arts.
(Pratiwi et al., 2021)	The journals used as references are national journals. Considering that each region/country has different policies and barriers in online learning during the covid-19 pandemic.	The method used is a literature review.	Online learning activities during the covid-19 pandemic affect early childhood development. Most aspects of development in early childhood have decreased, such as the development of religious and moral values, physical-motor, language, and social skills socio-emotional. The rate of decline is quite large, namely in physical-motor and socio-emotional aspects of children. This is because during the pandemic period, early childhood spends more time at home, including active learning activities carried out online. Opportunity to interact and play with friends at school or at the home environment is reduced. The results of this literature study can be used as a reference for evaluating the implementation of online learning at the early childhood education level while still in the pandemic period.

Autor/ Year	Sample Characteristics	Research Design	Result
(Besse Nirmala et al., 2021)	235 People Kindergarten, KB, and SPS teachers in Sigi.	<ul style="list-style-type: none"> Using a mix method that combines quantitative and qualitative research. Data collection techniques were carried out by distributing questionnaires. Using interview lists and documentation as supporting data. Data analysis technique using Miles & Hubberman. 	<p>Around 84.3% of teachers implement the home visit strategy as a lesson during a pandemic. The stages are: 1) the preparation stage; 2) implementation stage; 3) advanced activity stage; and 4) monitoring and evaluation stage. Strategy This home visit is a solution for early childhood teachers with all their limitations to stay provide the best service for early childhood in the 3T area.</p>
(Durotun Mumtazzah et al., 2021)	<ul style="list-style-type: none"> Child 4-5 years old consisting of 3 classes and each class consists of 15 students. The data sources consist of classroom teachers for children aged 4-5 years, parents. 	<ul style="list-style-type: none"> Using a descriptive qualitative approach. Collecting data using observation, interviews, and documentation. Data analysis was carried out using the Miles and Huberman model. 	<p>The home visit program conducted at the Ar-Rahman Kindergarten in Tasikmadu is one of the supporting activities in learning in the new normal era. The achievements in the development of religious and moral aspects of group A children at Ar-Rahman Kindergarten include: children can know their religion, imitate worship movements in the right order, say prayers before and after doing activities, say hello and return greetings. recognize good/polite and bad behavior and get used to good behavior.</p>
(Syahria Anggita Sakti, 2021)	8 parents at early childhood education institutions in Sleman Yogyakarta	Using a qualitative approach with an exploratory case study method to get information on how the online learning process takes place and the obstacles encountered in learning.	Limited mastery of technology, unstable internet network, very minimal variety of teaching materials, and unlimited working hours for teachers.
(Despa Ayuni, et al., 2021)	10 kindergarten teachers in Pariaman City, West Sumatra.	<ul style="list-style-type: none"> Using qualitative descriptive. Data collection technique questionnaires and interviews. The analysis technique uses the Miles and Huberman model. 	<p>There are still teachers who are not ready to face online learning during this COVID-19 pandemic. There is several factors that make teachers not ready to face online learning, namely inadequate facilities both from the teacher and from the parents, and there are still parents who think that online learning is difficult to do.</p>
(Eko Suhendro, 2020)	5 teachers and parents.	<ul style="list-style-type: none"> Using a qualitative descriptive method used to obtain information on the constraints and consequences of the Covid-19 pandemic on teaching and learning activities. Data collection techniques in the form of interviews conducted via telephone and WhatsApp. The primary method of collection is by interviewing, while secondary data is collected from published data such as printed and online articles. 	<p>There are many ways that can be done in conveying learning materials to the right students at an early age. The method must be adapted to the child's condition Early childhood is a characteristic condition as a child who has his own world. In situation This pandemic is the duty of an educator to be able to prepare strategies learning so that the material can be delivered properly.</p>

Autor/ Year	Sample Characteristics	Research Design	Result
(Al Qudus et al., 2020)	Al-Qodir kindergarten principal, teachers, students.	<ul style="list-style-type: none"> Analytical descriptive research with approach Qualitative-phenomenology. Research instruments carried out: interviews, documentation and observations. 	The teacher must be able use learning methods that are appropriate to the situation and condition. The learning method used at RA Al-Qodir in during the COVID-19 pandemic, namely, methods of playing, conversing, demonstration, storytelling and assignment. Distance learning is no longer an obstacle to the cessation of the teaching and learning process because it has provided convenience and opportunity in various conditions, including the COVID-19 pandemic. The WhatsApp application is a learning medium for communicating with each other and discuss. Teachers who are creative and innovative in presenting learning materials affect children's learning outcomes and interests child learning.
(Ellen Prima, 2021)	Kindergarten teacher.	Using a descriptive qualitative approach with data collection techniques in the form of observation and interviews.	Teacher plays a role as a facilitator, learning environment provider, motivator, evaluator, and innovator in developing children's talents and interests through learning long distance during a pandemic.
(Sutarto, et al., 2020)	Principal, vice principal of curriculum, teacher and student.	<ul style="list-style-type: none"> Qualitative with a phenomenological approach. The data collected by conducting semi-structured interviews. Using Miles and Huberman model analysis. 	The strategy used by the teacher to increase students' interest in learning is to provide students with an understanding of the importance of learning, to make learning materials short, clear, and interesting, using simple and easy interesting media, as well as conducting periodic and continuous evaluations. Online learning, students get something fun, but they lack togetherness with students their friend.
(MacDonalds et al., 2019)	Children recruited through early intervention programs in the pacific northwest of the United States.	This study was a cross-sectional descriptive study with all primary assessments conducted with the child and caregiver in the neighborhood home at one point in time.	The development of motor skills can encourage or hinder other childhood developments behaviors such as compliance and adaptive behavior.
(Zagalag et al., 2021)	837 Spanish children.	Descriptive, comparative and cross-sectional quantitative research with a non-experimental design, with a single measurement in one group.	Place of residence and size of residence have an effect on children's educational activities during the period of restriction. Children living in homes with gardens reported using television less. Meanwhile, children who live in apartments between 61-90 m2 and in urban areas have a longer time to use technological devices such as televisions, computers and tablets. Regarding the practice of physical activity and free play, children who live in houses with gardens and flats of more than 121 m2 have higher levels of physical activity and longer free play time.

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(Mariasaria Galdi et al., 2015)	123 children, male and female, aged between 3 years and 6 years in Don Alfonso De Caro . General Kindergarten.	Motor tests for evaluation of motor skills and potential intelligence tests were performed on the whole group.	Motor activity, especially training coordination capacity, can be one of the factors that contribute to the increased potential for cognitive development in children.
(Patricia Corson et al., 2006)	Children between 4 and 8 years old.	Visit the family home. A minimum of three visits is recommended one hour. The first visit involved active observation and informal interaction with the family. The second visit included a semi-structured interview with the primary caregiver collecting information relevant to the questions.	This report examines the effectiveness of assignments in helping students become aware of the role of the family in a child's growth and development. Student responses were obtained through focus groups, papers, field notes, and course evaluations including 1) reflection on the nature of the experience; 2) reactions to the researcher's role in a relative's home and 3) evaluation of learning. Although students appear to have achieved some understanding of the role of family and culture, the next step from recognizing culture as fundamental to development is generally not the result of these interventions.
(Araujo et al., 2021)	60 districts were selected at random, one at a time, and matched with the districts with the highest and the next lowest poverty rates. From the 180 sub-districts of the evaluation sample, we selected 2 rural villages with the largest number of children between 0 and 24 months of age (according to the latest population census). We then conducted a census to identify all children in this age range in the 360 villages in the sample. From the list, each of 17 village children was selected at random. In villages where there were fewer than 17 children, all eligible children were included.	<ul style="list-style-type: none"> • Implement experimental evaluations that take advantage of a phased rollout of interventions. In particular, districts that qualify for Cuna Mas are ordered by poverty level. • Using a questionnaire. randomized control trial to estimate the impact of the home visit program. 	Children who received home visits had developmental outcomes that were 0.15 standard deviations higher than those who did not. This positive effect refers to a program starting from scratch and growing over a short time scale, with all the difficulties of implementation that come with it.
(Madison C.Chandler et al., 2021)	Two diverse cross-sectional samples of children aged 3-5 years from the Head Start program.	Hierarchical regression analysis was performed to examine the potential moderating relationship between fine motor skills and self-regulation in early writing skills, with separate models appropriate for each writing task.	Self-regulation is important at the start of the year for children with higher level of fine motor skills while completing challenging writing tasks. Self setting too important at the end of the school year for 1) children with lower fine motor skills but only for simpler writing tasks and 2) for children with higher fine motor skills for more challenging writing Duty. The findings show that the relationship between self-regulation and writing depends on different tasks. difficulties and that self-regulation and fine motor skills can compensate for deficits in one or another skill when the child does the writing task.

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(Sebastian Suggate et al., 2018)	The participants were 120 children aged 6;2 (SD = 3.22 months) attending their final year of kindergarten at the beginning of the study ¹	Using a longitudinal cross-lag design with 120 kindergarteners going to grade 1, we provided measures of reading, FMS, IQ, executive function (attention, rapid naming), phonemic awareness, non-word repetition, graphomotor skills, handwriting, and vocabulary. receptive and expressive.	The role of children's fine motor skills (FMS) is very important, because it is related to reading in elementary school.
(Rodrigo Flores-Gallegos et al., 2021)	11 participants (4 girls and 7 boys) with mean age 7.9 years in primary school.	This study uses a pretest-posttest design in an experimental model. Each participant is evaluated before and after the training program.	Children with RLD experienced statistically positive effects of TAMI training on their motor balance, motor coordination, and visual attention with positive effects on their reading ability and self-perception.
(Neera K. Goyal et al., 2016)	The target population for this study were infants born to first-time mothers enrolled in an established regional home visiting program serving 7 counties in southwest Ohio and northern Kentucky.	Improvement, change is tested through a series of Plan-Do-Study-Act (PDSA) cycles, which provide a systematic method for action-oriented learning (Langley et al., 2009). In this approach, specific changes are selected, defined, and planned ("plans"), then implemented ("implemented"). Once the change is initiated, the team tracks the results to determine if improvement has occurred (the "study"). Finally, the team "acts" to determine what changes need to be made, and the PDSA cycle is repeated.	This initiative demonstrates how CQI in home visits can improve WCC compliance, maximizing the effectiveness of program implementation to address disparities in health service utilization among at-risk children. Ongoing initiatives focus on strengthening collaboration with the health care system to facilitate improved coordination of care.
(Chuanmei Dong et al., 2020)	3275 parents whose children were enrolled in local early childhood education programs voluntarily completed the online survey. Most of them are between 30 and 39 years old (68.3%), and between 20 and 29 years (19.8%), few are between 40 and 49 years (11.0%), very few are 50 years or older (0.9%), and none were under 20 years of age.	This study uses a quantitative and qualitative approach adopted in analyzing the data. First, quantitative data were analyzed using IBM SPSS 26.0 software. Second, descriptive statistical analysis This study was conducted to calculate the frequency, mean, and elementary characteristics of parents and children's online learning activities during the outbreak of COVID-19.	Most parents (92.7%) in this study rejected online learning for 3 main reasons: lack of online learning, lack of time and knowledge to support online learning. The results showed that the implementation of online learning during the pandemic caused several problems and challenges for families. Parents in China are also not trained or prepared to accompany their children for online learning.
(Halil Uzun et al., 2021)	219 mothers and fathers who have children between the ages of 4-6 and live in different cities in Turkey.	In data analysis, statistical techniques used were frequency, percentage, standard deviation, t-test and one-way analysis of variance (One-Way Anova).	In this study, the relationship between parents and children in the Covid-19 process was examined according to several variables. The relationship between parents and children was examined according to the variable of parental age, and while the age of the fathers had no effect on their relationship with the children, it was found that mothers between the ages of 38-43 did better in relation to the child in the total subdimension and the role of PCR. .

Autor/ Year	Sample Characteristics	Research Design	Result
(Muhammad Jehangir Khan et al., 2021)	Boys and girls in Pakistan.	In this study, we present an estimation technique, a logit model for simulation of child attendance, and the variables used in the analysis, such as: such as household income and other characteristics of children and households.	The impacts of COVID-19 include lost learning opportunities, dropouts, and economic costs in terms of lost income for children in Pakistan. The study found a substantial reduction in Learning Adjusted Years of Schooling (LAYS) with worse consequences for girls than boys. Likewise, the economic costs amount to 107 billion dollars when adjusted for the use of human resources. Around 7.2 million children drop out of school due to a 50 percent reduction in household spending.
(Shawna J.Lee et al., 2021)	Parents (69% mothers and 31% fathers) with at least one child aged 0-12 years in the US.	Online survey that managed through Prolific. The survey was launched on April 2, 2020, nearly five weeks after the WHO declared the coronavirus a pandemic, and 4 weeks after the White House issued social distancing guidelines to slow down spread of COVID-19.	Parents are involved in more daily activities with their children and most parents cuddle and show affection more often, although 1 in 4 parents are affected by changes in profession. Parents report a high rate of disruption to daily schedules, and stressors such as lack of access to free schools and lower prices food. Parental depression and high parenting stress have implications for parents' perceived ability to provide home education. As the pandemic continues into the 2020–2021 school year, parents and children need more mental health interventions to reduce mental health problems, as well as assistance in carrying out educational activities at home. Innovative solutions that leverage telehealth and partnerships with community-based organizations can help to meet this challenge.
(Suyadi et al., 2022)	317 parents.	Qualitative descriptive methods are used in conjunction with survey techniques that use Google Forms.	There was a child's negligence during online learning. Parents often think that their children ignoring lessons and abusing gadgets. Furthermore, the stress level in parents increases due to dual roles, that is, work and be a teacher at home.
(Slovacek et al., 2020)	339 parents of students in Sveti Ivan Zelina and the same number of students from all classes.	Online questionnaire on google form.	During distance learning classes, parents and schools work together and overcome deficiencies that make it difficult to organize work. However, they all agree on one thing: if offered again, distance learning is the last resort options they will choose. School is a place where children have to learn. A teacher is the only one who has the necessary competencies that can provide a good and quality education to his children.

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(Nadhifa Rahmadini Hidayat et al., 2020)	Documents, books, magazines, historical stories.	This research uses literature study method.	<p>Most families in Indonesia spend a lot of time at home with family members everyday. Not infrequently this makes parents run out of ideas in provide activities that can stimulate children's growth and development because of limited space which currently can only be at home.</p> <p>Fine motor activity can be used as an alternative activities to fill children's time while at home because they are not requires a large space and can use simple and easy media to find at home but still pay attention to safety and comfort</p> <p>according to the age of the child in the use of the media. Role of parents are needed to provide media, provide proper method, supervise children while carrying out this activity.</p>
