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

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ABSTRACT

Research aims to determine the role of teachers, physical aspect 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 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

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