

### The Influence of Online Learning and Parental Involvement Towards Early Childhood Social Emotional Intelligence

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Article received: 18 Maret 2023, Review process: 03 Juli 2023,

Article Accepted: 19 November 2023, Article published: 01 Maret 2024

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#### ABSTRACT

*This study aims to determine the effect of online learning on emotional social intelligence, parental involvement on emotional social intelligence and the influence of online learning and parental involvement on emotional social intelligence. This research is a quantitative study using a path analysis approach. parental involvement on children's emotional social intelligence is 14.8% with a total count of 1,613 <2,000, meaning that H<sub>0</sub> is accepted, H<sub>1</sub> is rejected and the influence between online learning and parental involvement on children's emotional social intelligence is 33.4% with a total score of 14,269 >2,000, meaning that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Based on the results of this study, it is informed that online learning and parental involvement if carried out partially do not have a significant effect, but if carried out together, it will affect the process of increasing children's emotional social intelligence.*

**Keywords:** Online learning; Parental Involvement.

#### ABSTRAK

*Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran daring terhadap kecerdasan sosial emosional, parental involvement terhadap kecerdasan sosial emosional dan pengaruh pembelajaran daring dan parental involvement terhadap kecerdasan sosial emosional. Penelitian ini adalah penelitian kuantitatif dengan menggunakan jenis pendekatan analisis jalur (path analysis). Berdasarkan hasil analisis data menunjukkan bahwa pengaruh pembelajaran daring terhadap kecerdasan sosial emosional anak sebesar 18,4% dengan total hitung 1,948 <2,000, artinya H<sub>0</sub> diterima H<sub>1</sub> ditolak, kemudian pengaruh parental involvement terhadap kecerdasan sosial emosional anak sebesar 14,8% dengan total hitung 1,613 <2,000, artinya H<sub>0</sub> diterima H<sub>1</sub> ditolak dan pengaruh antara pembelajaran daring dan parental involvement terhadap kecerdasan sosial emosional anak sebesar 33,4% dengan total nilai hitung sebesar 14,269 >2,000, artinya H<sub>0</sub> ditolak dan H<sub>1</sub> diterima. Berdasarkan hasil penelitian ini menginformasikan bahwa pembelajaran daring dan parental involvement jika dijalankan secara parsial tidak memiliki pengaruh yang signifikan akan tetapi jika dilaksanakan secara bersama – sama maka akan mempengaruhi proses peningkatan kecerdasan sosial emosional anak.*

**Kata Kunci:** Pembelajaran daring; Parental Involvement.

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## INTRODUCTION

Early Childhood Education is an important aspect in achieving the goals of general education, namely education that teaches about the existence of a state and society that believes and is devoted to God Almighty and has noble character, has insight and skills, physical and spiritual well-being, a strong personality and no depend on others and have a sense of responsibility to the nation and society (Nuraini, 2012). The importance of education for early childhood will not only influence growth and development, but they will also contribute to becoming the nation's future leaders. Not only that, getting a decent education is also a child's right that must be taken into account (Raihana, 2018).

However, unfortunately the learning process is currently changing very drastically, the world is shocked by an outbreak of disease caused by a viral infection known as "Covid 19" (Corona Virus diseases -19). With the presence of this virus, WHO has designated this as a global pandemic which is capable of transmitting the virus to humans quickly and is very deadly. As cases of the Covid-19 pandemic spread, the Ministry of Education and Culture stopped various forms of activities in schools through Circular Letter Number 04 of 2020 (Yuyun, 2021). which stipulates and calls for children to study from home with assistance from their closest relatives/parents and monitored by teachers (Fauzyah et al., 2020). One of the government's alternatives so that the learning process continues even though there is a pandemic is to carry out online learning at home.

Moore et al. stated that online learning is learning that uses the help of an internet network with accessibility, connectivity, flexibility and the ability to create various types of learning interactions (Sadikin et al., 2020). This is in line with Anderson's theory which states that online learning is learning that describes interactions carried out by teachers, students and materials that occur without limitations in space and time, so that the interactions that occur have mutually influencing impacts (Anderson, 2011).

According to Anderson, online learning can be categorized into six types. Starting from interaction between students (student-student interaction) which is carried out through collaborative learning both directly and indirectly. Then student-material interaction (student-content interaction) through independent learning mechanisms obtained by students from digging and searching, tutorial-based learning as well as through simulations and games to electronic books (e-books). Then teacher-student interaction is carried out through inquiry learning in a learning community. Then teacher-content interaction can be carried out by developing the material content needed in the online learning process. Then the interaction between teachers (teacher-teacher interaction) is carried out using an integrated learning approach that has links between concepts and knowledge possessed by other teachers. And finally, there is interaction between materials (content-content interaction) which includes various kinds of teaching methods given to students by teachers. So that the knowledge gained by students is more easily understood and comprehensive from various angles of knowledge

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(Anderson, 2011). The online learning process during Covid-19 will shape children's capabilities which are influenced by various things. Emotional intelligence includes a very important potential in a child's life because the child will become someone who has broad insight and is intelligent in dealing with various problems throughout his life. As Goleman stated in the book *Emotional Intelligence*, achievement in life does not only depend on a person's IQ (Intelligence Quotient), but there are other capacities that are very persuasive, especially EQ (Emotional Quotient). Goleman also stated that emotional intelligence refers to the ability to understand one's own feelings and the feelings of others (Fauzyah et al., 2020).

Implementing online learning from home is a new experience for teachers, children and parents. According to Diadha in Nurhayati, parental involvement or known as parental involvement is a variety of activities carried out at home and at school by parents in collaboration with teachers, this aims to maximize children's development and education (Nurhayati, 2021). Interestingly, parental involvement (Parental Involvement) in the child's learning process has a big role in the development of children's social emotional intelligence. Hornby said that parental involvement is the contribution of parents who are involved in the learning process and the various experiences that children experience. In this case, parental involvement is divided into two parts, namely, parental contribution and parental needs (Edy et al., 2018).

Another opinion from Eipsten states that Parental Involvement is parental participation in the form of meaningful, regular and two-way communication between parents and teachers that involves children's learning and other school activities. From a child's perspective, being a good parent is characterized by showing an attitude of solidarity and always being supportive when the child is in need (Morgan, 2016). When parents are no longer involved in learning at home, their children can easily lose focus and become less motivated in learning (N.A. et al., 2017). With the presence of the Covid-19 virus that has hit the world, especially in the world of education, various learning systems that are commonly used have drastically changed, in this case parents are involved and have a big role in contributing as substitute teachers while at home. However, this means that children have less contact with various groups in society, starting from studying and playing with peers, meeting teachers and other external environments, which results in a decrease in children's social and emotional abilities.

Based on the results of observations made by the author of several kindergartens in Bengkalis District, Riau Province, phenomena were found, including: some children feel awkward when meeting peers/adults, some children have difficulty establishing good social relationships with other people, some children are not able to control their emotions well, some children tend to be more interested in games on cellphones, some children feel bored following the online learning process, some parents are less responsive to the learning given by the teacher, some parents do not have enough time to accompany their children to learn, some parents do not Having a large quota to access and participate in online

learning, some parents still don't understand how to use gadgets and internet access is not evenly distributed in each region. Based on the problems above, the author is interested in conducting research with the title The Effect of Online Learning and Parental Involvement on Early Childhood Social Emotional Intelligence in Bengkalis District, Riau Province.

## METHOD

This research aims to examine the influence of online learning on the social emotional intelligence of early childhood, parental involvement on the social emotional intelligence of early childhood, online learning and parental involvement together on the social emotional intelligence of children aged 5 - 6 years which was carried out in Taman Children of Bengkalis District, Bengkalis Regency, Riau Province. This research is quantitative research using a path analysis approach. The population in this study were all parents who had group B children aged 5 - 6 years who attended kindergarten in Kec. Bengkalis, while the sample used the Cluster sampling technique with the total sample results obtained were 60 respondents consisting of 9 school representatives and the data collection technique used a questionnaire via Google Form.

## RESULTS AND DISCUSSION

The results of this research relating to the influence of online learning and parental involvement on the social emotional intelligence of early childhood, the researchers can describe as follows:

### 1. The effect of online learning (X1) on children's social emotional intelligence (Y)

The calculated t value of variable X1 manually is 1.948 and the calculation results using SPSS are the same, namely 1.948. Testing the significance of path coefficients can also be determined through the SPSS application. Test criteria: H0 is rejected if the calculated t value is greater than the t table value ( $t_0 > t_{table} (n-k-1)$ ). Partial testing of the influence of exogenous variables on endogenous variables via SPSS version 25 can be seen in the following output coefficient:

**Table 1**  
**Testing variable X1 against Y**  
 Standardized

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1	(Constant)	3,	1,			,
	X1					,
	X2					,

Based on the calculations using the SPSS program above, it can be seen that the calculated t value for variable These results show that H0 is accepted and H1 is rejected, meaning that it cannot be partially influenced by variable X1 on Y. In



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order to know the answer to the proposed hypothesis, the path coefficient significance test or hypothesis test will be carried out using the t test. This t test will be carried out manually and using the SPSS program, this is so that the calculation results can be compared. After carrying out manual calculations, the calculated t value for the first hypothesis is = 1.948 and the calculated value in SPSS is that the calculated t value seen from the output coefficient is the same, namely = 1.948.

The results of the calculations carried out above will be consulted with the t table at a probability level of 0.05 with  $df=n$  being 2,000, in other words the calculated t value is smaller than the t table value or  $1.948 < 2,000$ . This shows that the statement stating that there is no influence between online learning on children's social emotional intelligence is accepted. This fact also shows that if online learning can be implemented optimally in the process, then children's social emotional intelligence will not necessarily increase. Because there are still several other factors that influence it.

Online learning for early childhood in kindergartens in Bengkalis District is carried out in accordance with Anderson's theory which states that learning describes interactions carried out by teachers, students and materials that occur without being limited by space and time, so that the interactions that occur give rise to impacts that influence each other (Anderson, 2011). However, in practice, young children must be accompanied by an adult who can guide and direct the child in accordance with what Ana Widyastuti explained that parents are substitute teachers who must supervise the child's teaching and learning process while at home (Widyastuti, 2021).

Meanwhile, the Community of Inquiry theory initiated by Garrison states that online learning is based on three interdependent "presences" in designing online learning, namely social, teaching and cognitive so that a learning experience occurs (Tantri, 2018). However, in practice there are still various obstacles experienced by teachers, children and parents.

In line with what was conveyed by Harahap et al, in the implementation of online learning there are still several problems encountered in PAUD, namely: facilities and infrastructure, lack of understanding of parents and teachers, unpreparedness of teachers and parents in terms of time, learning media, communication and the cost of learning media, the focus and interests of early childhood and problems in providing assessments (Harahap et al., 2021). This is in line with what was conveyed by several Kindergarten teachers in Bengkalis District who stated that as parents there are still those who do not understand well how to use devices, parents who are not very responsive, limited quota and network available, busy parents and etc.

Fatmawati explained that in implementing online learning the strategy used was to maintain communication between teachers and parents and create fun learning activities. The process of implementing online learning followed the circular issued by the government. Some parents received feedback quite well with this kind of learning model, but there were also those who felt dissatisfied because they felt the results were less than optimal. In terms of the assessment carried out

online by the teacher, it can be seen from how the child responds when the teacher gives assignments and also help from parents who observe the child's work by sending videos or photos as support and also asking parents about how the child's daily life is at home.

If we look at pandemic conditions like this, online learning is an alternative for carrying out distance learning in accordance with a circular which requires that implementation not be carried out face-to-face because it minimizes the spread of the Covid-19 virus. However, nowadays, if online learning is applied to early childhood, it is felt to be less effective considering that various obstacles are still found in the field, as well as the lack of improvement in these children.

Furthermore, if we look at the magnitude of the influence of online learning on children's social emotional intelligence, it can be seen through the results of path analysis. The results of manual calculations show that the path coefficient of the online learning variable (X1) on children's social emotional intelligence (Y) is 0.334973 (if rounded to the same as the SPSS calculation results) while the calculation results using the SPSS program show the value of the path coefficient of the variable X1 on variable Y or  $P_{yx1} = 0.335$ . Between manual calculations and SPSS program calculations the results are the same, thus the magnitude of the direct influence of variable X1 on Y is  $0.334 \times 0.334 = 0.112$  or 11%, the magnitude of the indirect influence of variable variable X1 to Y is 0.184 or 18.4%. Based on the results of the calculations above, it is known that the influence of variable X1 on Y is determined by variable X1 by 18.4% while the rest is influenced by other factors.

## 2. The influence of parental involvement (X2) on children's social emotional intelligence (Y)

The calculated t value of variable X1 manually is 1.948 and the calculation results using SPSS are the same, namely 1.948. Testing the significance of path coefficients can also be determined through the SPSS application. Test criteria: H0 is rejected if the calculated t value is greater than the t table value ( $t_0 > t_{table} (n-k-1)$ ). Partial testing of the influence of exogenous variables on endogenous variables via SPSS version 25 can be seen in the following output coefficient:

**Table 2**  
**Testing variable X2 against Y**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	3,	1,		
	X1				
	X2				

After testing the analysis requirements, data analysis will be carried out using path analysis based on the results of the analysis using the SPSS version 25 program, so it can be seen that the path coefficient value of the parental

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involvement variable (X<sub>2</sub>) on children's social emotional intelligence (Y) or  $P_{yx_2}$  is; The results of calculations using SPSS are 0.277 and the results of manual calculations show that the path coefficient X<sub>2</sub> for variable Y is 0.277372, basically the calculation results are the same if rounding is done. Once the path coefficient value is known, it will be possible to calculate the magnitude of the direct influence, the magnitude of the indirect influence and the magnitude of the influence between the total variable X<sub>2</sub> on variable Y.

In order to know the answer to the proposed hypothesis, the path coefficient significance test or hypothesis test will be carried out using the t test. This t test will be carried out manually and using the SPSS program, this is so that the calculation results can be compared. After carrying out manual calculations, it was found that the calculated t value for the first hypothesis was = 1.6104651162 and calculated in SPSS, the calculated t value was seen from the output coefficient, then it would be known that the value was = 1.613, there was a difference in the value in the thousandth value, which was greater in the SPSS calculation. but in principle it can be said to be the same, because the difference is in the third number after the comma.

The results of the calculations carried out above will be consulted with the t table at a probability level of 0.05 with  $df=n$  being 2,000, in other words the calculated t value is smaller than the t table value or  $1.613 < 2,000$ . This shows that the statement stating that there is no influence between parental involvement on children's social emotional intelligence is accepted. This fact also shows that if parental involvement can be implemented optimally in the process, then children's social emotional intelligence will not necessarily increase. Because there are several other factors that influence the process of children's social emotional intelligence.

In accordance with the name social emotional intelligence. Children not only need a parent figure who can play a role in increasing this intelligence, but there are several things that also influence the child's social emotional intelligence to improve or increase, one of which is from external factors such as the environment around the child, their peers, teachers and etc. As stated by Erikson, society has a very important role in psychosocial development, this role starts from parenting patterns to community rules or culture (Miller, 2011). From this, we can conclude that there must be a balance between parental involvement and social relations in society. In this research, Parental Involvement was carried out in accordance with the theory initiated by Eipsten which states that Parental Involvement is a form of participation from parents in the form of meaningful, regular and two-way communication between parents and teachers that involves children's learning and is related to school activities. others (Luqita et al., 2013). In Eipsten's theory, there are 6 aspects of Parental Involvement, including parenting, communicating, volunteering, learning at home, decision making and collaborating with communicating. However, in its application there are some parents who overall have not implemented these six aspects optimally.

Meanwhile, the magnitude of the influence of parental involvement on children's social emotional intelligence can be seen through the results of path

analysis. The results of manual calculations show that the path coefficient of the variable parental involvement (X2) on children's social emotional intelligence (Y) is 0.277372 (if rounded to the same as the SPSS calculation results) while the results of calculations using the SPSS program show the value of the path coefficient of the variable X2 on variable Y or  $P_{yx2} = 0.277$ . Between manual calculations and SPSS program calculations the results are the same, thus the magnitude of the direct influence of variable X2 on Y is  $0.277 \times 0.277 = 0.077$  or 7.7%, the magnitude of the indirect influence of variable The total influence of variable X2 on Y is 0.148 or 14.8%. Based on the results of the calculations above, it is known that the influence of variable X2 on Y is determined by variable X2 at 14.8% while the rest is influenced by other factors.

### 3. The Effect of Online Learning (X1) and Parental Involvement (X2) on Children's Social Emotional Intelligence (Y)

The results of calculations using SPSS can be seen in column F of the following anova table:

**Table 3**  
**Testing variables X1 and X2 against Y**

Model		Sum of Squ	Df	Mean Square	F	Sig.
1	Regression	3744		1872		14
	Residual	7479		131		
	Total	11224				

Based on the results of previous calculations, it is partially known that there is no significant influence between the online learning variable (X1) on children's social emotional intelligence (Y), then followed by the parental involvement variable on children's social emotional intelligence, it is also known that there is no significant influence, while the variable X1 influence on variable X2. Next, the fourth hypothesis test will test the hypothesis which states that there is an influence between variables X1 and X2 together on variable Y.

This hypothesis testing is carried out using the F test which can be done by manual calculation and with the SPSS program. Based on the results of the calculations that have been carried out, it can be seen that the path coefficient value of the online learning variables (X1) and parental involvement (X2) on children's social emotional intelligence (Y) or  $R_{y(x1x2)}$  is 0.334 by calculating manually, calculations with the help of the SPSS program can pay attention output Model Summary in the R Square column and it is known that the value is 0.334, the result is the same as the manual calculation of the magnitude of the joint influence of exogenous variables on endogenous variables which is indicated by the number 0.334 (33.4%) and after testing the path coefficient or hypothesis testing with F test, the calculated F value obtained for the influence of variables X1 and

Meanwhile, the F table with  $df_1=2$  and  $df_2=57$  is 3.159. So, the calculated F value is greater than table F so that the statement stating that there is no influence between variables X1 and X2 on Variable Y is rejected. This fact also shows that if



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the learning process in the network and parental involvement are increased in a balanced way, then the child's social emotional intelligence will also increase. However, if online learning is carried out without parental involvement, it will not have a significant effect on increasing the social emotional intelligence of young children. Parents themselves are the main factor for the success of children's education at school. As we know, the first education for children is education by their parents in the family environment. Children who have a good family relationship will tend to have a better education at school, and vice versa, if a child has a poor relationship with the family, they will tend to have a poor education at school.

Sujiono said that the development of emotional intelligence in children aged five to six years can be seen when the child is able to express feelings, control anger better, express concern when separated from friends, tell jokes, learn from what is right or wrong and can express what felt (Nuraini, 2012). These various aspects can be carried out when children establish relationships with other people, in this case such as parents, peers, teachers, local communities and so on. Naimah also stated that the development of social emotional intelligence are two different aspects but in reality they influence each other (Naimah, 2019). In everyday life, when interacting with other people, the behavior of young children is always surrounded by their feelings, the feelings that surround young children will also influence the behavior they display.

Furthermore, the magnitude of the contribution of variables X1 and SPSS is the same, if expressed in percent form it is 33.4%. Based on the results of these calculations, it can be seen that the influence of variables X1 and X2 on Y determined by variables X1 and X2 is 33.4% while the remaining 66.6% is determined by other variables. The online learning process does not have a significant effect on children's social emotional intelligence, however, if it is combined with good parental involvement, online learning will have a significant impact on children's social emotional intelligence.

Based on the table above, it can be seen that for the first hypothesis the total influence of This means that H0 is accepted and H1 is rejected, the conclusion is that partial online learning has no effect on children's social emotional intelligence. The total influence of The conclusion is that parental involvement partially has no effect on children's social emotional intelligence. And the total influence of X1 and and parental involvement influences the social emotional intelligence of early childhood.

## CONCLUSION

Based on the results of data analysis, it shows that the influence of online learning (X1) on children's social emotional intelligence (Y) is 18.4% with a total count of 1,948<2,000, meaning that H0 is accepted, H1 is rejected, then the influence of parental involvement (X2) on children's social emotional intelligence (Y) is 14.8% with a total count of 1,613<2,000, meaning that H0 is accepted, H1 is rejected and the influence of online learning (X1) and parental involvement (X2) on children's

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social emotional intelligence (Y) is 33.4% with a total value The count is 14,269>2,000, meaning that H0 is rejected and H1 is accepted. Based on the results of this research, it is informed that online learning (X1) and parental involvement (X2) if implemented partially do not have a significant influence, but if implemented together will ultimately influence the process of increasing children's social emotional intelligence (Y). However, this is not the only thing, there are still several other influences that participate in influencing the process of children's social emotional intelligence.

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