



How to Scaffolding in Online Learning

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Abstrak

Wabah Covid-19 yang melanda dunia menyebabkan pembelajaran mengalami perubahan, yang biasanya tatap muka di sekolah dan berubah menjadi pembelajaran daring di rumah. Peneliti mengamati proses pembelajaran online pada anak usia dini. Pembelajaran online bukanlah hal yang mudah, banyak hal yang harus dipersiapkan untuk mendukung pembelajaran online yang efektif pada anak usia dini. Memberikan dukungan (scaffolding) baik oleh guru maupun orang tua untuk menciptakan pembelajaran yang aktif, menyenangkan dan memotivasi bagi anak meskipun berada di rumah. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi. Subjek penelitian ini adalah guru kelas dan kepala TK Islam Al-Azhar 54 Pekanbaru. Metode pengumpulan data melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan triangulasi model Miles dan Huberman. Hasil penelitian menunjukkan bahwa perancah yang diberikan oleh guru dan orang tua di TK Islam Al-Azhar 54 Pekanbaru KB sangat efektif. Sehingga, menjaga anak tetap semangat menjalankan pembelajaran meski berada di rumah.

Kata kunci: Anak-anak Antusias; Pembelajaran Online; Perancah

Abstract

The Covid-19 outbreak that hit the world has caused learning to experience a change, which is usually face-to-face at school and has changed to online learning at home. Researchers observed the process of online learning in early childhood. Online learning is not an easy thing, many things must be prepared to support effective online learning in early childhood. Providing support (scaffolding) by both teachers and parents to create active, fun and

motivating learning for children even though they are at home. This study uses a qualitative approach with phenomenological methods. The subjects of this study were class teachers and principals of the KB Islamic Kindergarten Al-Azhar 54 Pekanbaru. Data collection methods through observation, interviews, and documentation. Data analysis used the Miles and Huberman model triangulation. The results showed that the scaffolding given by teachers and parents in the Islamic Kindergarten Al-Azhar 54 Pekanbaru KB was very effective. Thus, keeping children enthusiastic about carrying out learning even though they are at home.

Keywords: Children Enthusiastic; Online Learning; Scaffolding

Introduction

The COVID-19 pandemic that hit the world since 2019 makes significant changes to life aspect. Aspects of education, the economy, health, social and many more are also feeling the impact. Children cannot do routines such as going to school, playing outside the house and so on. As an effort to prevent the spread of Covid-19, online learning is present, namely learning that is carried out using electronic media in their respective homes. Online learning is one of learning method with internet network help (Aulia & Ngaisah, 2023a). In addition, Kuntarto explained that online learning can bring together teachers and students to carry out teaching and learning activities via the internet (Widiyanto et al., 2021). Online learning is designed to broaden the scope of education services and advance the availability of educational services (Mustofa et al., 2019). Online learning is a solution to continue teaching and learning routines during the Covid-19 emergency (Herliandry et al., 2022).

Online learning looks fun, but the fact is that the implementation is not as easy as thought. Even more so to be applied to early childhood, whose learning conceptualizes a fun and meaningful experience (Harahap & Purwanta, 2021). Education for early childhood requires more services, specifically and directly compared to other levels of education, this is because at an early age all children's development reaches its peak, because it is referred to as the golden age, that happened only once in their life (Suhendro & Syaefudin, 2020). There are many dynamics faced by educators due to online learning, as stated in Aisyah's research that there are many limitations experienced by both teachers and parents including the internet network, children's dependence on internet content if not accompanied by parents,

parents' difficulties in accompanying children to study due to the condition of parents who not all of them understand the use of online learning applications, as well as children's moods that often change so that it has an impact on the difficulty of teachers in providing evaluations of children's development (Aisyah & Chotimah, 2020). Going deeper in last research, Winarti explained that during online learning children feel bored because children always have to watch videos of directions for carrying out assignments given by the same teacher without direct interaction (Winarti et al., 2021)

The dynamics of online learning that occurs in the field is a new challenge for educators, to present meaningful learning but not meet their students directly (Tsalisah & Syamsudin, 2022)a. So, giving scaffolding is the main role for providing effectiveness to the online learning process. Scaffolding is child support assistance by people who are more mature or more skilled, especially teachers, which allows the use of higher cognitive functions and allows the development of learning abilities so that higher mastery and completion are realized and seen during learning activities. Vygotsky wrote that scaffolding is the right form of assistance and must also be withdrawn in a timely manner when the child's learning process is in progress (Widianti et al., 2019). Scaffolding plays an indispensable role in the learning process in all aspects to reach the stage of child development (Arosyidah et al., 2021). Scaffolding in an online learning environment has a large and statistically significant effect on learning outcomes (Doo et al., 2020). Every time a child reaches a stage of development marked by achievement in certain aspects, the child needs scaffolding. Scaffolding is not enough if it is accepted only at school or by the teacher, but the help of parents is also needed to continue the school program to be implemented at home so that it becomes habituation (Aulia & Ngaisah, 2023b).

The provision of support (*scaffolding*) in online learning is very important, not only in the aspect of motivation from teachers, but also there are other aspects such as support for infrastructure facilities, learning media, and learning models (Arosyidah et al., 2021). As well as cooperation between teachers and parents to support (scaffolding) for children during the implementation of online learning (M. F. Al Hakim & Azis, 2021). Based on the observations that have been made by researchers, one of the aspects that has a big influence on supporting online learning is infrastructure, many teachers experience difficulties and problems in online learning, due to one factor, namely the infrastructure owned by students or parents (M. S. H. I. Hakim, 2020). Furthermore, the problems faced by teachers and parents in the

implementation of online and offline learning, one of which is due to the lack of understanding of parents about teaching materials, as well as the use of facilities and infrastructure (Harahap & Purwanta, 2021). Similar in research, not all parents understand the use of applications for online learning and there are even parents who do not have media to support their children's online learning.

Another aspect that also has a major influence on online learning is learning media, teachers must prepare media that are interesting, innovative and easy for children to do in online learning. Learning media for online learning certainly has differences, teachers are required to use a variety of applications to support online learning such as zoom meeting applications, google meet, google drive, telegram, whatshap, video editing applications, preparing PowerPoint and many more that support the effectiveness of online learning. . However, in reality many teachers are overwhelmed in making media for online learning. It is difficult for teachers to make attractive online learning media due to the limitations of teachers who are inexperienced in making pictures or illustrations, which is an obstacle in making learning media (Streit, 2021).

Teachers must apply new methods to online learning, to strive for two-way communication between students and teachers in the online learning process as an effort to stimulate children in their growth and development period. This study describes in detail the form (*scaffolding*) provided by the school to students during online learning. Based on several problems found in the field related to scaffolding in online learning for early childhood, start from the infrastructure, the learning media used, the learning model and the evaluation system used by the teacher. So this study aims to determine the extent of scaffolding provided by teachers to children during online learning at KB TK Islam Al-Azhar 54 Pekanbaru.

Method

The method used in this research is qualitative with a phenomenological approach, which is trying to describe the phenomenon of how teacher scaffolding for early childhood in online learning. The focus of this research is to describe the strategies used by teachers in providing scaffolding by both class teachers and related schools to students and parents during the online learning process. The reasearch was conducted at KB TK Islam Al- Azhar 54 Pekanbaru. The research subjects consisted of 6 class teachers and school principals.

These data sources are primary data sources (school principals and class teachers) and secondary data sources (books, journals and documentation). Methods of data collection through data triangulation techniques in the form of observation, interviews and documentation (Handayani et al., 2021). The data is analyzed using the Miles Huberman model which consists of data collection and then data processing or what is called data reduction. Data reduction is a way to make the resulting data valuable for developing important theories (Sugiyono, 2017). After that, each result will be presented in the form of a short description and table. The last step is to draw a common thread or conclusion.

Observation materials used by researchers include facilities and infrastructure, learning media used, conformity with the RPPH, learning models used, evaluations carried out by both the teacher and the principal of the teacher during the online learning process. The researcher conducted an online and offline interview process with the school principal and class teacher as well as direct observation regarding the implementation of learning for two months, namely on 2nd Oktober 2021 to 12th Desember 2021. This reasearch is located at KB TK Islam Al-Azhar 54 Pekanbaru, on Swakarya street, no 17 Tuah Karya, Tampan, Pekanbaru, Riau.

Result and Discussion

This research shows that the provision of teacher support (scaffolding) in online learning at the Islamic Kindergarten Al-Azhar 54 Pekanbaru KB is carried out effectively, and is able to support children's learning. It can be seen from the infrastructure provided by the school, then supported by the family which also provides adequate facilities, then the teacher's understanding regarding making media in online learning can be categorized as capable. The reasons why teachers can use various infrastructure facilities in online learning and are able to produce appropriate media due to their educational background, as undergraduated and post graduated PAUD for the teachers, the head master is undergraduated guidance and counseling, and the administrator is undergraduated social. Through this educational background, of course it makes it easier to plan, compile, and implement online learning. What is known is that online learning prioritizes the use of technology, this is also in line with Indonesia's current condition, which is in the 4.0 era which demands the use of technology in every activity.

The following are the results of interviews conducted by researchers with teachers regarding scaffolding on online learning at KB TK Islam Al-Azhar 54 Pekanbaru.

Tabel 1. Results of teacher interviews on online learning

No	Teachers' name	How is the implementation of online learning at KB TK Islam Al-Azhar 54 Pekanbaru?	How is the scaffolding given by teachers to the children on online learning?	What kind of learning media do teachers provide to support the effectiveness of online learning?	Are the facilities and infrastructure in accordance with the needs of online learning?	Are there any obstacles during online learning?	What is the role of parents and families regarding online learning?
1	Syaroh Azahro, S.Pd	It is quite efficient, the learning process is carried out in a directed way starting from zoom meetings for all classes, then dividing them into each class.	During online learning the teacher never stops motivating children, especially when children find it difficult to complete their assignments.	For Kindergarten A the teacher prepares a learning video, accompanied by singing then learning media for one week for children.	Yes, it is appropriate, as well as students equipped with their respective laptops.	Yes, of course there are obstacles such as when the child is in a bad mood and then doesn't want to complete the task.	Parents act as facilitators and supervisors and help children to carry out learning activities.
2	Riti Pratiwi, S.Pd	Can be categorized as effective, this is because both the child and the teacher are active during the zoom, learning activities are still felt as usual starting from clothes and hours entered.	The main support the teacher provides is enthusiasm for students, and continuously invites children to communicate actively during learning.	In addition to preparing media to be displayed during zoom meetings, the main media that will be given to children is prepared according to the RPPH and 6 aspects	According to the smooth internet network, so does the children's network.	Of course, when a child feels he can't do a task, he will be annoyed and don't want to do it anymore, but there are also children who can recover their emotions for the better.	Parents have a big role to increase the spirit of children.

				developed for children.			
3	Bianka Arta Mulia, M.Pd	It is sufficient according to standards, enthusiastically supported by teachers and students every day to be active in zooming and when making their own videos.	The scaffolding provided by the teacher, in addition to motivation, is also independent support when the child feels difficulties, the teacher will slowly teach the child to complete the task.	For class B1 the teacher prepares learning videos or shows examples of educational videos, then prepares media for children for the next week which refers to the RPPH.	Enough for each class to have their own laptop.	Of course, in class B2 itself, almost 85% of the children are enthusiastic. It's just that when a child's mood is bad, he or she is not enthusiastic about doing assignments together.	Orangtua juga sebagai pemberi <i>scaffolding</i> pada anak baik motivasi, maupun membantu anak
4	Ilga Putri Hartanti, S.Pd	Can be classified according to standards, this can be seen from the activeness of the children, starting from the beginning of the opening to activities in their respective classes and to completing the tasks given during the zoom process.	The main scaffolding given by the teacher is the enthusiasm to continue learning for children who cannot complete assignments when zooming the teacher personally guides children through video calls to help children complete their assignments.	Children are reliable researchers, therefore the media presented in class B1 also makes various experiments. After making the video tutorial, the teacher prepares all the tools needed by each child.	Yes, it's appropriate, besides the laptop there is also a tripod for extracurricular activities or when making learning videos.	However, as much as possible the teacher tries, there must be obstacles, such as parents who are very busy so they forget to pick up children's media so that children cannot work on it together during zoom.	The role of parents is very large as a link between children and teachers, parental directions and the enthusiasm of parents to invite children to learn online should be appreciated.
5	Berliana Sandra, M.Pd	Learning is carried out as expected even though they	The teacher always provides moral support	The learning media in class B2 are learning	Yes, it's sufficient, starting from	Class B2 itself also has problems,	Parents have a big influence in supporting

cannot meet face to face, every day the children are always present at zoom meetings with happy faces, as well as attending extracurricular activities. and directions for children to complete the various fun activities that have been given. videos, songs, power points and media for the next week. the premium zoom meeting then managing it for each class. namely there are several children whose parents are very busy so they cannot accompany their children to attend zoom meetings, and even forget to pick up learning media.

6 Syafitri, S.Pd In accordance with the standards, the children started with opening activities in a large zoom and were then divided according to class, Kindergarten A, Kindergarten B1, and Kindergarten B2. Scaffolding for children who have difficulty completing their assignments must of course be given more, such as when the child is not enthusiastic through zooming, after finishing the teacher makes a video call independently to provide scaffolding to the child. The learning media provided for children is of course adapted to aspects of child development and is also designed as attractively as possible and made into two media to be displayed during zoom meetings such as video and media for children to work on at home while following zoom together. Yes, it's appropriate, the internet network at school has a good network, and each child is also provided with laptop/tablet infrastructure by their parents. Yes, of course there is, because learning through zoom children are often far from their homes, so sometimes teachers have to send learning media through a delivery service, and have to try to make the media as fast and attractive as possible. Certainly parents have a contribution that is no less important than the teacher in providing support to children both morally and helping children do tasks, such as making videos and so on.

Online learning at KB TK Islam Al-Azhar 54 Pekanbaru can already be categorized as effective, seen from the teacher's exposure through interviews that have been conducted. In line with the observations that have been made, the researcher observes the online learning process at KB TK Islam Al-Azhar 54 Pekanbaru started with opening on zoom with three classes, TK A, TK B1, and B2 at 08.00 o'clock. children and teachers are getting ready in front of the zoom meeting with school uniforms that are appropriate for that day, for example, Friday, namely Malay Kurung clothes. The teacher takes turns every day guiding the opening activities starting from greeting activities, asking how are you doing, inviting you to clap and then starting daily prayers and short surahs.

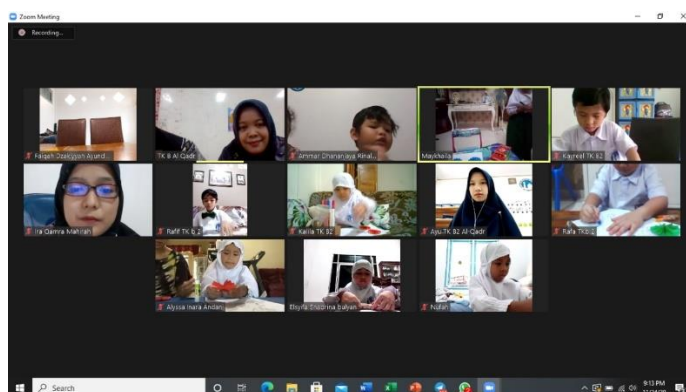
Every Friday the children take turns on duty to convey the culture, then it is recorded and edited and posted on school social media and school groups as a reward for children. After the opening activity is over, the admin, Mr. Ghofur, the librarian, will move the students according to their respective classes, TK A, TK B1, and B2. After entering each classroom, the core learning activities begin with the teacher showing a video or power point before the child does the task given. The tasks that children will work on are learning media that have been prepared 1 week before learning which consists of aspects of developing language, motor, cognitive, religion, art and experiments. Every week all the media that has been made is packed into one plastic, given a name and placed in a security place so that parents can pick it up 24 hours.

The teacher gives each child the same media, after the child has received all the learning media that has been prepared, the teacher will start showing the child how to do their assignments, then the child follows along while continuing to be given support (scaffolding) in the process. If there are children who have difficulty the teacher will repeat teaching the child until the child is able, if he is unable and the zoom time is over at 09.30 WIB then the teacher will call the child personally to help the child complete the work. Teachers must be able to design activities as attractive as possible to motivate children during learning, teachers must also be able to activate children's independence during online learning (Suwastini et al., 2021). In line with this, Zhonggen also explained the presence of scaffolding as an effort to build children's independence (Yu, 2021). After the main activity, enter the closing activity, the teacher invites the children to repeat the lessons learned today, then conveys tomorrow's activities such as activities at school, don't forget to invite children to clean up, then close with a prayer. Teachers and staff at KB TK islam Al-Azhar has no

obstacles in using equipment during online learning, this is due to educational background that is in line with expectations such as PAUD graduates, counseling and social guidance.

Online learning facilities and infrastructure

Online learning requires many aspects to support the effectiveness of its implementation, besides understanding the use of devices, of course the main requirement that must be owned is the fulfillment of all equipment from both the school and the parents of students, so that the two-way active learning that has been planned can be realized. There are several facilities and infrastructure that must be owned by the school, namely, according to the findings of the research that has been done. KB TK Islam Al-Azhar 54 Pekanbaru provides wifi for teachers to conduct zoom meetings and each class has their own laptop, then the school also provides a premium zoom link for the learning process. of course teachers are required to understand in operating the software needed for online learning.



Picture 1. Learning implementation with zoom meetings.

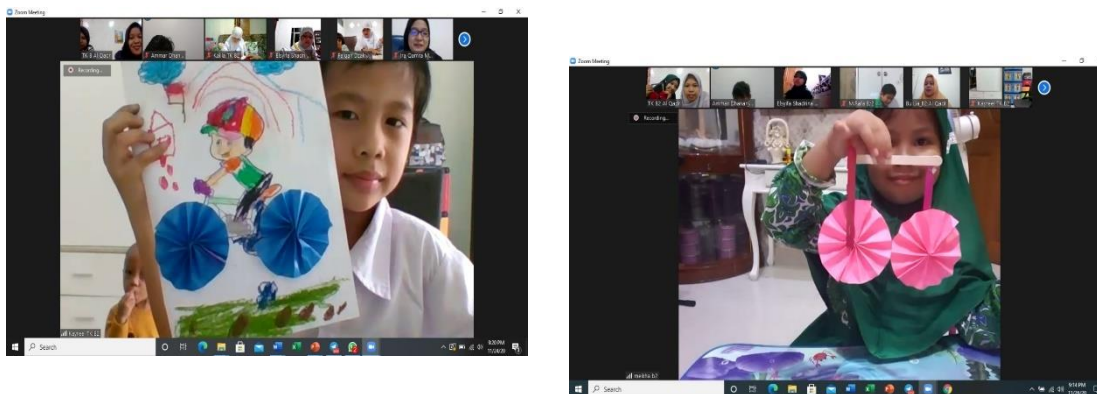
The readiness of educators is important, especially in the operation of online learning applications so that educators can use online learning applications in the learning process, seen in a study that 68.4% of early childhood educators mastered online learning applications and as many as 31.6% or 30 PAUD educators who have not mastered online learning applications (Nurdin & Anhusadar, 2021). Of course, the availability of facilities and infrastructure as well as understanding in their use are supporting aspects that are very much needed in online learning. Many schools still do not have adequate infrastructure. Streit further explained that the problem was due to insufficient digital devices such as smartphones, laptops or teacher computers. The limitations of these digital devices make the learning process inefficient (Streit, 2021). Seeing the very importance of facilities and

infrastructure to support online learning requires efforts from both schools and the government to overcome them, so that effective online learning can be realized.

Online Learning Media

Learning media plays a very important role as an effort to stimulate children in the process of growth and development (Trammell & Gilbert, 2014). Learning media is a means of communication in the learning process, this is because in the learning process there is a process of conveying messages from educators to students (Nyarko & Serwornoo, 2022). Learning media for online learning certainly has its own challenges for educators, such as video learning media, teachers must try to understand how to make videos to support children's learning (Wood, 2010). The role of learning videos in online learning is very large, videos can summarize many events in a long time, become shorter and clearer with images and sounds that can be repeated in the process of using them (Gusliati, P., Eliza & Hartati, 2019). It is necessary to analyze the competence of early childhood teachers in making educational educational videos to find out how much ability early childhood teachers can make videos that are interesting, fun and not boring in online learning, and what are the difficulties of early childhood teachers in Ternate when making educational video media (Taib & Mahmud, 2021).

Learning videos have an important role in online learning, but that's not all you have to prepare. Teachers also need to create a variety of children's activities to develop aspects of the child, be it cognitive, language, gross and fine motor, religion, art, social and emotional. Based on research that has been done at KB TK Islam Al-Azhar 54 Pekanbaru, the worksheets given to children are very diverse and adapted to existing themes and RPPH, not necessarily just following the equipment at home. This is because all the media needed by children has been prepared by the school, parents or accompanying families only prepare glue, colored pencils and scissors.



Picture 2. Learning media with land transportation theme.

The children show their work, namely making bicycle tires and then attaching them and giving additional colors or pictures to the children's work, the picture on the left, and you can see a child showing a miniature bicycle made of ice cream sticks and origami. Children jointly work on these activities through zoom meetings and always carry out active communication, either in one direction, two directions or in many directions, so that learning is active. In accordance with Fajriati's research, the communication model in teaching and learning activities in the era of the Covid-19 pandemic at TK Negeri 6 Pekanbaru is through one-way, two-way (interaction) and multi-way (transaction) communication models, thus helping to activate learning (Fajriati et al., 2022). Then, after the documentation has been completed, the parents will send it to the class teacher and at the end of the month it will be sent back to the school to be displayed and used as material for evaluating the teacher in seeing how far the child's progress has been during online learning.

Collaboration between teachers and parents in giving scaffolding to children

Giving scaffolding to children is a parental responsibility, not only the teacher at school parents and family at home have the same big role as the teacher at school. Fulfilling learning facilities, helping children to take part in learning and completing assignments then sending them to the teacher to school as the portion of parents while always encouraging children.



Picture 3. Parents help document children's activities

Cooperation between parents and teachers greatly determines the success of children in completing their assignments. So, children can complete their learning well at home, starting from compiling vehicle patterns, then conducting oil gas experiments. This success is of course inseparable from the collaboration between teachers and parents, namely. First, the establishment of effective communication between the school and parents, the teacher conveys all the activities that children will do, conveys activity material and KD to be carried out, and always provides motivation and positive energy to parents to always be enthusiastic about doing online learning, the role of parents in the online learning process can strengthen the relationship between parents and children (M. S. H. I. Hakim, 2020) so that the teacher can continue to monitor the extent to which the child's development.

Second, through collaboration between parents and teachers in an effort to present meaningful learning, teachers always ask for suggestions and input from parents regarding the obstacles faced by children and activities that children like, so teachers can seek more innovative media to overcome this. In an effort to collaborate with teachers, parents at home are also trying to position themselves as teachers for children in accompanying children to complete their work. A study suggests that the position of parents as partners is very important for the success of their children's education. Therefore, it is necessary to provide recommendations that are in accordance with the needs of today's children. For example, this guide teaches hygiene and healthy living, problem-solving skills, critical thinking, collaboration and communication, media and information technology literacy, creativity and innovation, and ICT, which are skills needed in the 21st century. Parental support for

children during online learning will help achieve the optimal development of their children (Kurniati et al., 2021). Therefore collaboration is very important as an effort to develop aspects of the child and good habits.

Third, parents and teachers are always active in school activities such as theme peaks, commemorations of big days. Parents always follow the directions from the teacher to provide scaffolding to children in stages. Scaffolding is an effort that can be done by teachers to manage children's behavior, especially in the area of proximal development (Annisa & Syukri, 2014). The provision of scaffolding which is usually dominantly given by teachers at school has changed hands to parents who have to provide more scaffolding for children, until the end of learning activities and until children graduate from KB TK Islam Al-Azhar 54 Pekanbaru.

This research shows the provision of effective scaffolding support, both given by teachers and by parents. Learning with meaningful concepts can be carried out even in online learning conditions. This can be seen from the principles of meaningful learning that have been realized, such as learning concepts that are related to real life, solving real problems. Learning focuses on children, the teacher as a facilitator. Teachers ask open questions and always encourage children to complete their projects even at home with the help of parents. Learning also involves many sources such as books, journals, internet, YouTube videos that are displayed when online learning takes place. The purpose of this meaningful learning is to build an understanding of the concepts that children learn, with an active, constructive and child-centered learning process (Purnawanto, 2022).

Closing

This research has conducted direct observation for 1 month, and conducted interviews with teachers and parents. The data obtained is processed and refined with relevant and up-to-date theoretical sources. So that it can be concluded that online learning is one of the efforts to continue education during the Covid-19 pandemic. This learning uses electronic media as an intermediary in their respective homes. In its application it is not easy, especially in early childhood education, where learning is more about direct or concrete activities. Therefore, proper support (scaffolding) is needed in efforts to optimize online learning activities. Giving (scaffolding) by teachers focuses on providing motivation, fulfilling infrastructure, both digital learning media and activities that children will do at home. Meanwhile (scaffolding) provided by parents also plays a very important role, such as

providing encouragement, helping children to attend every meeting at zoom meetings, supervising children, picking up learning media, and documenting the results of children's activities and always communicating actively with schools regarding child development.

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