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Post Covid-19 pandemic analysis offline classes versus online classes: Conflicts in early childhood education in Indonesia during the Covid-19 pandemic

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ABSTRACT

Early childhood education in Indonesia is an area that parents are beginning to show interest in for preparing their children to progress to the next stage of education. The learning process involves self-development, cognitive training, emotional training, psychomotor training, and social interaction training, fostering independence in children during their playtime. Early childhood education differs from other levels as it emphasizes play while still incorporating learning. However, the onset of the Covid-19 pandemic in early 2019 has significantly impacted early childhood education, leading to the implementation of online classes. This change has affected not only students, who are in an age group susceptible to the disease, but also young children who may struggle to grasp the meaning of the Covid-19 virus, unlike adults. Research objectives: a. To analyze early childhood responses to online learning. b. To investigate the impact of online teaching and learning activities on early childhood education in Indonesia. Utilizing qualitative research methods, this study is described through descriptive analysis based on a literature review and an examination of social phenomena. Children experience psychological shock when transitioning to home-based learning, missing the presence of teachers and friends, resulting in boredom and a lack of motivation to complete assignments. This psychological impact extends to parents, particularly mothers, who now have the responsibility of teaching their children at home, a role previously handled by teachers at school. Online classes are considered the optimal solution to curb the spread of Covid-19 in early childhood environments. The conflict between online and offline classes in the realm of early childhood education forms the basis of this research article.

Introduction

The first positive case of Covid-19 in Indonesia was detected on March 2, 2020, when two people were confirmed to have been infected by a Japanese citizen. On April 9, the pandemic had spread to 34 provinces. The 2020 Covid-19 outbreak was the beginning of the pandemic period. which is happening all over the world. All aspects are experiencing an impact, including the educational aspect, starting from playgroup, kindergarten, lower, middle, and upper middle to tertiary education. On March 15, 2020, the President asked regional governments to create a home learning policy for pupils and students. Before the Covid-19 outbreak, the education system in Indonesia still mostly implemented a face-to-face system, even though it is known in reality in the field, education in Indonesia still implemented an education system that was trial and error and a curriculum that was not ready to use when related to the reality in Indonesia. policy changes with each change of Minister of Education which always has different policies and regulations, so there are many deviations in the implementation of regulations and policies, both in each school and in the ability of schools to accept changes accompanied by various limitations. Not to mention if it is related to the diverse abilities of students and cannot be forced into this process of change. Especially changes that require adaptation during the Covid-19 pandemic which were not previously predicted, resulting in social shock appearing in all aspects, including in the world of early childhood education which is relatively more play than academic learning materials. Young children still don't understand what a pandemic means, they have to study at home which causes boredom, they don't see friends and there are still many psychological shocks that young children have to experience.

The year 2020 is an aggressive and extreme adaptation phase that humans throughout the world have to undertake since the Covid-19 virus spread widely at the end of 2019 and the most severe impact began in early 2020. This "Shock" phase means that people throughout the world have to adapt quickly. All aspects are affected to the extreme, including the world of education which involves productive ages, from children to adults. All aspects and all teaching and learning supporters are trying to adapt even though the process is not easy and demands new abilities from students who usually learn in face-to-face classes to online classes. The emergence of many limitations in the online system teaching and learning process was not anticipated beforehand, even though E-Learning has started to be taught, not all educational institutions, teachers, students, and parents can do it. There are many limitations in terms of curriculum, processes, facilities, and infrastructure, including internet signal problems.

In the definition of learning, it is stated that learning is a process that results in changes in behavior. Behavior not only affects students but also educators. There is a symbiotic, mutualistic relationship in teaching. Behavior in the broad sense of overt behavior and inner behavior. In the learning process of the face-to-face system, the responses that occur will be more pronounced and the learning interactions will be visible (depth interaction).

However, in online classes, changes in behavior can be actual or visible and can be potential, that is, they are not visible at the time, therefore the changes can be in cognitive, affective, and psychomotor aspects which are difficult to detect, especially if there are problems with the internet network during learning. Obstacles in the classroom Online classes are much more varied than face-to-face classes (offline classes).

This is what became the conflict during the Covid-19 pandemic which occurred when the implementation of online learning became the best choice to break the chain of virus spread. For people who understand this situation and are supported by the capabilities of online class learning tools, this will not be a problem, but even so, it is not closed. It's possible that the issue

with online classes is not a significant one, but rather the pattern of learning habits that have been used for a long time with the face-to-face system and then changed to online classes, requiring adaptation on the part of all parties, not just students, educators, and parents who act as substitute teachers a home.

In this study, a comparison was conducted to assess the psychological responses of early childhood education schoolteachers, parents, and students. Regarding psychological responses, the participants expressed similar sentiments. Both teachers and parents, as adults, acknowledged the necessity for multiple adaptations—specifically, adaptations unique to each individual—in response to the challenges posed by online learning and the adjustment to the online learning format for children. Students, who have yet to grasp the full extent of the Covid-19 pandemic, often face difficulties in communication, as they are still acquiring the language suitable for their age group. Additionally, Indonesia encounters challenges with internet signal issues, particularly in remote areas, presenting an obstacle to comprehensive online education. Moreover, not all students have access to cell phones, as some parents face financial limitations or are unable to use cell phones. This further complicates the facilitation of online learning for certain students and their families.

Teachers have to adapt to online learning, which previously offline learning is considered easier than online learning because early childhood students are of playing age so giving assignments online requires a lot of effort and patience. Research objectives: a. To find out the psychological reactions of parents, teachers, and students in interpreting learning during the past Covid-19 pandemic in early childhood education. B. To descriptively analyze the development of early childhood education during the Covid-19 pandemic and its impact after the post-pandemic Covid-19 on early childhood education learning.

All efforts made to improve the face of education globally and nationally, especially early childhood education, need to be implemented collectively. Only by involving various parties and sectors in a dynamic, harmonious, and sustainable manner, only then can education be reorganized. More than that, commitment and practice implementation can no longer be based on old habits. The pandemic taught us all that something normal will never be able to create change. In line with that, the Indonesian Government raised the theme "recover together, recover stronger" as a noble hope so that we not only escape but also rise from the pandemic (Hasbi, 2022).

Based on the description above, the researchers explored research and discussion using qualitative research methods based on literature review and social phenomena that occurred during the 2020 Covid-19 pandemic by examining: Post Covid-19 pandemic analysis offline classes versus online classes: Conflicts in early childhood education in Indonesia during the Covid-19 pandemic.

This research still requires further research by other researchers using more diverse research methods that can be used to increase academic insight into the world of education.

Method

This research employs a qualitative method carried out with a phenomenological approach. Phenomenology is a type of qualitative research that involves seeking and comprehending more closely detailed explanations and individual understanding of experiences. The goal of phenomenological research is to interpret and explain the experiences of the teaching and learning process for early childhood during the past Covid-19 pandemic. Researchers chose to use this method with the consideration that the phenomenon studied requires deeper

observations and does not involve numerical or statistical models. There is a considerable amount of research on learning during the Covid-19 pandemic as an updated study, addressing all the problems studied scientifically. In this research, there is an exploration, study, and analysis of early childhood education learning as experienced by teachers, students, and parents. Post-pandemic descriptive analysis of Covid-19 is based on interviews with actors who experienced learning during the Covid-19 pandemic. The respondents revisit these experiences by recalling learning events and their impact, thereby contributing insights into the development of early childhood education skills.

The research uses a literature review to describe the phenomena that occur, using descriptive analysis and conducting open interviews to strengthen analysis based on the experiences of each respondent. Interviews were conducted from February to March 2023. The group of parents consisted of 15 people, 7 early childhood education schoolteachers and 10 students.

Interviews were conducted openly using 3 groups of respondents, namely:

1. Group of parents who have early school children during the Covid-19 pandemic with questions:

    a. What impact have you felt from the Covid-19 pandemic on the online learning process at home?
    b. Do you find it difficult to provide learning at home?
    c. What do you do to make the learning process at home easier?

2. Group of early childhood schoolteachers:

    a. What did you feel when there was a change from teaching to online learning during the Covid-19 pandemic?
    b. How do you do online classes?
    c. What are your suggestions for early childhood education after experiencing online learning during the Covid-19 pandemic?

3. Students:

    a. How do you feel about studying online during the Covid-19 pandemic?

Results and discussions

Results of interviews with parents

    a. 15 people stated that there were positive and negative impacts, for the positive they acknowledged their closeness to the child by knowing the child's learning abilities whereas previously the parents handed over the learning process to the teacher at school. There were additional expenses for buying internet data packages or having to install internet at home, buying a multimedia cell phone. The negative impact is communication problems in children, so school assignments are not the child doing, but parents also learn to complete their child's school assignments which are too much for young children.
    b. 15 people stated that they experienced difficulties and had to adapt to the learning methods of early childhood children who tend to play more with peers and teachers at school.
    c. Using communication with the class teacher and joining the WhatsApp group to join other student's parents so that it is easier to get information from the teacher about school assignments and difficulties in completing school assignments.

Results of interviews with teachers

a. 7 teachers expressed difficulties and needed patient adaptation in changing the learning process which is used to being offline to online. Many parents complained about difficulties learning with their children. Students complained that it was difficult to learn online, and they missed teachers and friends. Internet problems often occur, the capability of the cellphone system is less capable of loading student assignment results sent via cellphone.

b. Because there is no standard curriculum for online learning during the Covid-19 pandemic, we provide online assignments and collaborate with parents to make the teaching and learning process run smoothly. A WhatsApp group was formed to facilitate communication with parents regarding learning and school assignments.

c. An appropriate curriculum is needed because it looks at the characteristics of children in early childhood education which is not only studied for a short period during the Covid-19 period. And many other factors influence each other in the teaching and learning process. The last Covid-19 pandemic created a valuable experience for teachers to learn more deeply in the learning process of teaching early childhood.

Results of interviews with students

In interviews with students, only 1 question was used to find out students' psychological reactions when they were returning to school during the Covid-19 pandemic. All children feel bored and have difficulty learning online, parents often scold them, so they are lazy about studying. Miss teachers and friends. Studying via cell phone is not fun, prefer studying with teachers and friends at school.

The results of interviews with parents, teachers, and students were analyzed descriptively by linking appropriate literature studies with the research.

Online classes have a social-shocking impact on early childhood education in Indonesia

Early childhood education is classified as a new level of education in the world of education in Indonesia. The process of adapting education and infrastructure facilities still looks forced and unnatural to the age of children playing. More adapting foreign education which is not necessarily suited to the character of Indonesian children. Early childhood education is also considered to be a business opportunity in the service sector because many mothers work and the children do not have anyone to look after them at home, so they are sent to school. Apart from being able to train their independence, it is also hoped that they will be able to develop children's academics. The transfer of child care to school is because parents work. Sending children to school is the best solution, with the reasons above being the trigger for the development of early childhood education institutions. Minister of Education and Culture Regulation 137 of 2014 concerning efforts to improve the quality of education, especially early childhood education. You can read the Child Development Achievement Level Standards or STPPA (Sabyan W, 2021).

The outbreak of the Covid-19 virus in 2020 until now has become a social shock for the entire world community, no doubt for the Indonesian people, numbering around 250 million people spread across various islands in Indonesia. Indonesia has thousands of islands and tribes, each of which has a different culture. The reaction of the Indonesian people at the beginning of the pandemic was visible psychologically and behaviorally, marked by panic buying and scarcity. All aspects are affected and require extreme adaptation for all parties.

The impact of this pandemic is also being felt in the world of education in Indonesia, in terms of the quality of Indonesian education which is decreasing compared to ASEAN countries such as

Malaysia, in the 80s it was still below Indonesia, but currently, education in Malaysia is much better than Indonesia. Even during this pandemic, Malaysia is better prepared in terms of infrastructure for the online learning system. The demands of parents, especially mothers, must be able to teach their children all the tasks given by the children parents do the work so that the tasks can be completed quickly and parents can move on to other homework.

According to Minister of Education and Culture Regulation 137 of 2014 concerning National PAUD Standards, Early Childhood Education is a coaching effort aimed at children from birth to 6 years of age which is carried out through providing educational plans to help physical and spiritual growth and development i. The most affected is children's education early age, where learning patterns that involve more play in developing motor skills and social interactions become a conflict that cannot be underestimated, even before the spread of the Covid-virus, there were already many and varied problems in the implementation of education in Indonesia. Starting from the curriculum, and infrastructure to other supporting aspects in the teaching and learning process in Indonesia. Mental unpreparedness and facilities and infrastructure in Indonesian education during this pandemic created new problems again when the learning period was implemented at home with an online class system.

In the learning process in face-to-face classes, changes are marked because learning is relatively permanent, meaning it lasts for a relatively long time. On the other hand, these changes will not persist continuously, until at some point they can change again as a result of learning. and all these processes are in classroom conditions with the interaction of all parties occurring clearly in audiovisual and motoric observations.

Changes in behavior, both actual and potential, which are the result of learning, are focused on changes through practice or experience that are applied. In terms of learning learning cannot be separated, the process must involve all factors and components of education and teaching in a systemic and interrelated manner. Factors -These factors include students, teachers, environment, tools, and objectives. Online classes must remain constant There are elements of educational tools, namely:

1. Curriculum: material, delivery system through the methods used, how to evaluate learning outcomes. In face-to-face classes, the curriculum is standard and there are government policies that can be adapted and changed to each school. However, in online classes, there is no standard curriculum. especially at the primary to upper secondary education levels. For higher education, there are already those who implement online classes, such as at the Open University.
2. Infrastructure facilities include various educational media. In reality, face-to-face classes can be said to be adequate in terms of infrastructure if we look at the needs in the teaching and learning process, both in terms of the physical reality of the school and its supporting facilities as well as the human resources of the teachers. Although it cannot be said that the condition of educational infrastructure in Indonesia as a whole is perfect. In online classes, additional supporting suggestions are needed such as cell phones, laptops, signal, internet data quota, and students' habituation in the learning process. For middle and high school students, using cell phones and laptops is a normal thing to do. What about the elementary level, especially Kindergarten and PAUD (Early Childhood Education) require parental assistance and parents must be able to become academic teachers at home by studying the learning applications implemented by teachers and schools?

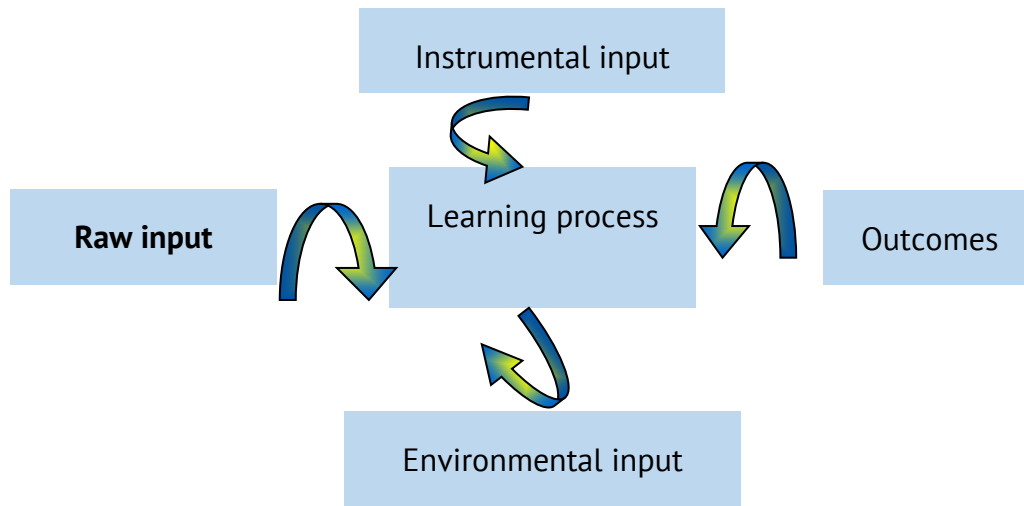**Analysis of offline and online classes based on the learning process chart**

Figure 1 Teaching and learning process

Offline classes

In the process of accepting new students (Raw Input) through direct selection, academic and skills tests at school, and based on the results of report cards. Rankings can be made based on test results in the form of grades. In the face-to-face learning process, the interaction between teachers and students can directly observe the results of their learning in class and during exams which involve instrumental input and environmental input. If all these factors are in synergy and maximized in the process, the resulting outcome will also have a positive impact. Constraints that arise in the teaching and learning process can be anticipated more quickly. The role of the teacher in the classroom is very dominant in the development of children's learning in the classroom.

Management of implementing face-to-face classes in schools includes creating educational unit curricula, planning teaching and learning activities, curriculum delivery, teaching and learning processes, and evaluation and ideally includes school accountability, namely the school's ability to provide information to parties. others about the plans that have been prepared and the level of achievement, success, and failure, as well as supporters and obstacles. Based on this information, external parties determine the degree of school accountability.

Online class

When the Covid-19 outbreak occurred, the change from face-to-face classes to online classes required total adaptation, from both students to teachers. Online classes require very different instrumental input and are forced to change. The use of gadgets and internet connections in the teaching and learning process requires greater energy to determine the activity and response of interactions in the teaching and learning process, even though in the previous semester face-to-face classes were implemented because the Covid-19 outbreak had not yet occurred, which was a new obstacle in the process. Environmental input like cyberspace greatly influences the interaction between students and teachers. In online classes, virtual teaching and learning activities and processes have an impact on interaction difficulties between teachers and students,

especially if there is internet network disruption. Another problem that is dominant in all levels of Indonesian society is the need for gadgets as a learning medium which students do not necessarily have, so parents have to fulfill this or use their parents' gadget equipment. The role of the teacher in the classroom is replaced by the mother as an impromptu academic educator, which academically not all mothers in Indonesia are capable of doing.

Because there is no standard curriculum for online classes, schools and teachers have difficulty implementing policies in the use of online class learning media applications, methods of delivery, learning patterns, and teaching tools that are easy for students to understand. Difficulties in adapting are felt and bring about conflict. Stacked on the psychology of students.

Not all teachers are technologically literate, even parents and young students experience difficulties, but learning must continue. During the pandemic, the teaching and learning process was transferred to parents, especially mothers. Teaching material that parents have never studied before and must be studied suddenly ends up having a psychological impact and inevitably becomes a new problem for both children and parents.

Childhood is a time of play that cannot be replaced with online games or what is known as online games which make children more solitary and less social. Learning boredom occurred during the Covid 19 pandemic because it was monotonous, not meeting friends and not moving around enough. Children are also known as a group period, getting to know each other in an exploratory way, forming themselves to get to know the world outside the home. For children who don't understand the Covid-19 pandemic and the dangers of the Covid-19 virus, parental assistance is needed in educating them about this. However, it becomes a new problem when children come from parents who work so that full learning is handed over to teachers at school. New conflicts arise when teachers' duties are transferred to parents, especially mothers. The need for the use of gadgets and school learning must also involve parents in understanding children's learning of school material.

Inevitably, many reports show parents' stress levels in dealing with children learning online. Learning material that is difficult for children and parents to understand also becomes a conflict during the online school period. It is not an easy thing to assemble, compile, and implement the preparation of lesson units, the preparation of plans for teaching and learning activities, and the preparation of assessments of student learning outcomes which have not yet been formulated and are sudden and must still be carried out in line with the adaptation process, especially for students who are young children who are learning still requires the development of teaching materials with play patterns and adapted to the conditions of the Covid-19 pandemic (Mata Kalteng, 2021). Everyone is required to be impromptu, quickly, and precisely in the ongoing teaching demands. All those involved in the teaching and learning process experience psychological shock. Teachers are required to be able to change patterns. From offline to online teaching, especially teaching materials for young children who tend to play a lot outside the classroom and move a lot to hone students' fine motor and gross motor skills. Changing it into video form which must be sent via social media devices.

Analysis of early childhood education online classes post Covid-19 pandemic

Everyone feels very valuable experiences after the Covid-19 pandemic, especially in the world of education. Parents learn to understand children's abilities, previously leaving children's learning only to teachers at school. Learning to communicate and teach children lessons at school, makes parents re-learning their children's school lessons, trying to teach them with patience. Parents admit that they are unable to learn their children's lessons, resulting in problems with their children's learning process. Parents become easily angry when they find out about their children's

limitations in understanding online lessons. Parents must be able to provide children with an understanding of the Covid-19 pandemic in simple language that can be understood by young children.

Learning in early childhood is certainly different from that of adults. In early childhood learning the emphasis is more on the process the learning is not the result of the learning. In other words. Early childhood learning places more emphasis on experience built by the child himself (Unila, 2012). Learning in early childhood is not required to be according to standard grades like assessments at other levels of education. Early childhood is trained to learn according to the child's abilities as they are, learning direction without being required to be the same. Enables children to learn with their unique characteristics.

Early childhood education is a process of learning at school by implementing play while learning. During the Covid-19 pandemic, children were forced to learn with a new model, namely online. For some children who are used to using gadgets, it is easier to adapt even though there is a change in learning behavior online. offline to online still requires adaptation and causes psychological discomfort for children. Learning with teachers and friends directly, then changing it via a small cellphone screen to a different way of learning, causes boredom. Another problem is that children are not used to using gadgets to learn, so people's Parents must also learn and understand the assignment material given by the teacher. Early childhood educators need to improve their technological competencies, have more interactive resources at their disposal, be able to take advantage of a user-friendly educational platform specifically designed for the early childhood period, be provided with the resources to serve families, and have support for their psychological well-being. Considering the essential role of teachers, which the Covid-19 pandemic has called to mind, it is of vital importance to meet the abovementioned needs to improve the quality of distance education in early childhood (Alan, 2021).

Children are special creatures who easily imitate and follow behavior according to their feelings. Children will prefer things that are fun even though they are considered dangerous for adults. They need care, coaching, mentoring, and guidance from role models that they like too. It's easy for children to imitate starting from seeing and observing the behavior of the figures at home, starting from the mother, father, and other family members. Children begin to recognize friendship when parents start inviting them to socialize. Parents will invite them to play together with friends their age. Children begin to communicate with people outside their families. Children also start to be sent to school according to their age. At school, children will be trained to socialize and communicate more.

Children who can socialize and communicate at school will feel like they have a second home. The proliferation of Early Childhood Education schools is suspected to be due to the large number of working mothers so they cannot accompany them at home. Sending children to school is the right solution for their development. The form of transferring care to teachers at school is an important factor in building children's trust to trust people other than their parents. Early childhood children still have a high dependence on their parents, especially on the mother. That is why early childhood education involves more playing and learning. The essence of learning remains to play because early childhood is the most dominant period of play.

Early Childhood Education (PAUD) is guidance from birth to 6 years of age. This training is carried out as an aid to spiritual and physical development so that they are ready to enter further education. Apart from that, education at an early age can stimulate children's emotional and intellectual development. Because children will learn how to be patient, independent, and get along with other people. Early childhood has the following characteristics:

1. Early childhood is unique,
2. Is in the potential period,
3. Is relatively spontaneous,
4. Tend to be careless and lack calculation,
5. Is active and energetic,
6. Egocentric,
7. Have a strong sense of curiosity,
8. Adventurous,
9. Young children have high imagination and fantasy, and
10. Young children tend to get frustrated easily and have a short attention span (Wikipedia, 2023)

Based on the 10 characteristics of early childhood above, early childhood education does require education, but the learning pattern is very different. Children need a pattern of playing with their friends to learn new things together. During the Covid-19 pandemic, learning at school was changed to online. Not meeting friends from the game becomes a new problem in learning. Boredom sets in. The role of the teacher is forced to be transferred to the parents and the parents learn spontaneously and require patience in teaching their children. Parents who previously handed over their education to PAUD teachers, caused stress when they found out about their children's learning abilities. Learning for children online makes children lazier because it uses gadgets as a medium. For children, not meeting their friends is an unpleasant thing. Even children haven't yet understood the dangers of the Covid-19 virus and the restrictions on community activities. It becomes a new problem when giving young children an understanding of the Covid-19 virus based on the understanding abilities of young children.

Early childhood education or PAUD is a coaching effort aimed at children from birth to 6 years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. Early childhood education is organized before the basic education level. Early childhood education can be organized through formal, non-formal, and/or informal PAUD education channels in the form of kindergarten, Raudhatul Athfal, or other forms that are equal. Meanwhile, non-formal early childhood education takes the form of playgroups, childcare centers, or other equivalent forms. The management and implementation of early childhood education must refer to the Early Childhood Development Achievement Level Standards (STPPA). STPPA is a criterion regarding the abilities achieved by children in all aspects of development and growth (Wikipedia, 2023).

All levels of education in Indonesia and other countries have not yet thought about preparing an online learning curriculum. The Covid-19 pandemic required an online learning pattern curriculum suddenly. Human resources were not ready to create a curriculum and government policies were not yet ready to determine a ready-to-use curriculum during the Covid-19 pandemic. Especially early childhood education which applies offline learning in gross motor development requires space for play and socialization between teachers and students. Fine motor development requires teacher guidance in directing children to carry out tasks that are visible to the students' sight and hearing. The tools used to mitigate the threat of a pandemic such as Covid-19 may very well threaten child growth and development. These tools - such as social restrictions, shutdowns, and school closures - contribute to stress in parents and children and can become risk factors that threaten child growth and development and may compromise the Sustainable Development Goals. The studies reviewed suggest that epidemics can lead to high levels of stress in parents and children, which begin with concerns about children becoming infected. These studies describe several potential mental and emotional consequences of epidemics such as Covid-19,

H1N1, AIDS, and Ebola: severe anxiety or depression among parents' acute stress disorder, post-traumatic stress, anxiety disorders, and depression among children. These data can be related to adverse childhood experiences and elevated risk of toxic stress. The more adverse experiences, the greater the risk of developmental delays and health problems in adulthood, such as cognitive impairment, substance abuse, depression, and non-communicable diseases (Araújo, Veloso, Souza, Azevedo, dan Tarro, 2020).

Early childhood is a period of laying the foundation or initial foundation for a child's growth and development. The following is based on a review of psychology and educational science. Based on psychological theory, the age range of 2-6 years is pre-school age. Children tend to like playing to learn everything inside and outside the home. Early childhood exploration has an impact on pre-school self-development so that it will be easier to adapt to the environmental level gradually. Thorndike's learning theory is called connectionism because learning is a process of formation of connections between stimulus and response. This theory is often called trial and error learning, individuals learn to carry out activities through a trial-and-error process to choose the right response for certain stimuli (Dalyono, 2010).

Early age is a golden opportunity for children to learn. Therefore, this opportunity should be utilized as well as possible for children's learning because the curiosity of children at this age is at its peak. At the golden age, extraordinary transformations occur in the brain and physique, so this age is very important for children's intellectual, spiritual, emotional, and social development according to their respective characteristics. Therefore, the right education and environment to develop children at an early age is very necessary (Mulyasa, 2012).

During the Covid-19 pandemic, the learning process of early childhood was forced to move at home, children experienced psychological problems and needed adult assistance in providing understanding, especially online learning. Early childhood children who are not yet proficient in using gadget media need adults to help them with their learning. The form of protest in the manifestation of children's online learning behavior will also influence the development of children's assignments. Early childhood knowledge is formed when facing the Covid-19 pandemic. Early childhood cognitive products regarding the Covid-19 pandemic are also influenced by the knowledge abilities of adults closest to the child. How the psychological impact of children interpreting learning conditions and online learning greatly influences children's learning outcomes. Early childhood knowledge, which tends to be influenced by children's affective and cognitive states, produces manifestations in their psychomotor skills, and this is an important concern due to the impact of online learning on early childhood. Like Vygotsky's opinion, he emphasized social and cultural interactions on children's cognitive development.

Lev Vygotsky argued that children actively construct their knowledge. However, Vygotsky places greater focus on the importance of social and cultural interactions on cognitive development. Vygotsky's theory is a socio-cultural theory of cognition that focuses on how culture and social interactions direct cognitive development. According to Gauvan and Parke, Vygotsky described child development as an inseparable aspect of social and cultural activities. Attention, memory development, and reasoning include learning activities to use findings from society, such as language, mathematical systems, and memory strategies. That is the explanation according to Vygotsky. Thus, in one culture, children can learn to count with the help of computers in another culture, they can learn to count using beads. By interacting with adults and peers, children cannot be separated in terms of their cognitive development. This is the explanation according to Vygotsky. Through this interaction, they learn to use tools that can help them to adapt and succeed in their culture (Suyadi, 2015)

Each child's way of learning has variations, how the adults around the child grow and develop will influence a child's interaction and communication which starts from observation and then imitation. Many cases occurred during the Covid-19 pandemic, parents were forced to become teachers at home with online learning, and parents who have not been very involved in their children's learning at school must learn to understand the assignments and then provide different understanding and teaching to teachers at school. If parents are not diligent and patient, parental anger will have an impact on the child's psychological state in learning. Children feel that studying at school is more fun than at home. And many parents complain and ask that schools remain open for learning. In the middle of the second Covid-19 period in 2021, schools are starting to implement hybrid schools, a combination of offline and online, in addition to the policy The government has implemented a hybrid policy and has also begun to open restrictions on community activities. This policy is starting to have a positive impact on young children being able to meet their teachers and friends. Parents' duties in online learning at home can be reduced. In essence, there are lessons that parents can find in online learning at home, parents know better children's ability to learn. What things children like or don't like in the learning process? What learning materials do children like and don't like? Because during learning at school, many parents tend to hand over the learning process to the teacher so parents experience difficulties teaching children at home.

Vygotsky stated that the theory of individual ways of learning, especially children, is a very important social context for learning and development because a person from birth to death has been connected socially, culturally, and historically organizing practices, and that there is no one can also be separated from the social context. The importance of social influences on children's cognitive development is reflected in Vygotsky's concept of the zone of proximal development (ZPD). Vygotsky argued that ZPD is the distance between the actual level of development which is defined as the ability to solve problems independently and the level of potential development which is defined as solving problems under adult guidance or through adult guidance or collaboration with more capable peers. One technique for Increasing children's abilities towards the highest ZPD is scaffolding. The definition of scaffolding is a technique that can help increase levels of learning support. Can be given in the form of dialogue (Nur Ghufron, 2013).

Offline classes for early childhood are more effective and make it easier for children in the learning process at school by analyzing the age characteristics of early childhood and based on Minister of Education and Culture Regulation 137 of 2014 concerning National PAUD Standards and the implementation of PAUD must refer to the Early Childhood Development Achievement Level Standards (STPPA). Qualitative, progressive, orderly, and coherent development of children is a reference for learning in early childhood education. Children's freedom to play is a form of social interaction and communication learning in a range of children's development tasks. Developing imagination in understanding learning which helps children academically and socially requires the role of teachers and playmates at school in early childhood education. So offline classes are still considered to make it very easy for students to learn at school in early childhood education.

Conclusion

When the Covid-19 virus spread throughout the world, it caused psychological shock for people around the world. All aspects of human life have been affected by the Covid-19 pandemic. This is no exception in the world of education which implements face-to-face or offline classes. Students are already used to offline classes and changes forced and suddenly really require adaptation. All teaching and learning activities in schools and colleges have changed to online. The absence of

a previously created online learning curriculum requires learning that is immature and must be forced to be implemented.

Phenomena during the Covid-19 pandemic and post-Covid-19 pandemic influence early childhood learning. Early childhood education applies to offline classes because education is through play, training gross and fine motor skills, socializing, and communication. The change from offline classes to online classes has had a big impact on early childhood education. The impact of the Covid-19 pandemic has become a polemic about learning patterns that are applied online, requiring teaching, and learning activities that can still be carried out and understood by young children. in carrying out assignments. Online learning is then changed back to offline requiring re-adaptation for students.

Many obstacles arise such as the use of gadgets, internet quotas, internet signals, and many more obstacles faced in online learning. For children, young children who still do not understand the situation during the Covid-19 pandemic and the change in learning patterns from offline to online learning, have caused polemics for students, teachers, and parents. Because young children's learning is used to offline classes with a variety of games that require interaction Communication between teachers and school friends has a huge psychological impact on children who are used to studying at school.

During the Covid-19 pandemic, there was no appropriate curriculum that could be applied to early childhood learning because early childhood education must still refer to the characteristics of early childhood. So, the implementation of learning was completely impromptu and there were no fixed rules that were easy for participants to adapt to. educate early childhood. It is understandable because it was never expected that there would be a Covid-19 pandemic in the world, the level of education had never previously prepared itself to create a curriculum for online learning even though in Indonesia there are universities, namely Open Universities, that have implemented online-based education. However, it was analyzed that offline classes are more effective in learning, there is an emotional attachment between the teacher and the student participants, and it is easier to monitor the progress of students' absorption of the material and social interaction with fellow students. After the Covid-19 pandemic, online learning curricula have begun to be prepared, however, it cannot be denied that early childhood is a time of play to learn many things that provide knowledge, social interaction, and communication with the characteristics of early childhood which are not forgotten in making the learning curriculum for early childhood education.

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