



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



Validity and Reliability of Questionnaire of Parents Role in Online Learning and the Development of Children's Social-Emotional

Yolanda Agus Septiana, Suziyani Mohamed

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v10-i2/9648>

DOI:10.6007/IJARPED/v10-i2/9648

Received: 01 February 2021, **Revised:** 28 February 2021, **Accepted:** 20 March 2021

Published Online: 24 April 2021

In-Text Citation: (Septiana & Mohamed, 2021)

To Cite this Article: Septiana, Y. A., & Mohamed, S. (2021). Validity and Reliability of Questionnaire of Parents Role in Online Learning and the Development of Children's Social-Emotional. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 220-232.

Copyright: © 2021 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 10(2) 2021, Pg. 220 - 232

<http://hrmars.com/index.php/pages/detail/IJARPED>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



www.hrmars.com

ISSN: 2226-6348

Validity and Reliability of Questionnaire of Parents Role in Online Learning and the Development of Children's Social-Emotional

Yolanda Agus Septiana, Suziyani Mohamed
Education Faculty, National University of Malaysia (UKM), Bangi

Abstract

Parents are important role in nurturing children's social-emotional development. In the context of education, parents are the first teachers for children, who give examples to children shaping their attitudes and behaviors in accordance with the norms prevailing in society. This survey method of this research aims to investigate the validity and reliability of the instruments of the role of parents in online learning and social-emotional development of children. This questionnaire is modified from the previous study. This questionnaire has been circulated to two experts in early childhood education area and randomly selected 50 parents who have children aged 5 – 7 years. The data is analyzed using the SPSS 22 program. The result of validity analysis for questionnaire of the role parents in online learning and children's social-emotional development are 0.91 and 0.94 respectively. Beside the expert score result are 0.83 and 0.85 respectively. Reliability analysis finds the value of the Cronbach Alpha coefficient for the parents' role questionnaire in online learning is 0.868 and for the children's social-emotional development questionnaire is 0.860. This finding showed that these two questionnaires can be used to determine the stage of parental role and the stage of development of the children social-emotional. Overall the result of the study might be used for a similar future study.

Keyword: Parents' Role; Online, Social-Emotional, Validity, Reliability

Introduction

Changes in teaching and learning methods over time are influenced by the development of information and communication technology. It aims to improve the quality and process of implementation of education, from low education to higher education. It means that information and communication technology can be integrated at all levels of education (Ahmad, 2016). In Indonesia, the utilization of information and communication technology is applied in the education field on the implementation of online learning. In addition, changes in teaching and methods are now caused by the spread of Corona Virus Disease (COVID-19). The number of positive cases of COVID-19 in Indonesia continues to increase, with the number of being exposed

to COVID-19 reaches 262,022 people as of September 24, 2020. And one of the affected areas is West Nusa Tenggara province with the number of positive cases of COVID-19 from March 15 to September 24, 2020 is as many as 3215 people exposed to COVID-19 from children to adults (NTB, 2020). Based on this issue, the Indonesian government issues several policies for the implementation of teaching and learning in the form of circulars related to the implementation of online learning.

In the Law No. 20/2003 of the Republic of Indonesia on the National Education System and the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 24/2012 on Distance Learning, explain that online teaching methods are methods that utilize various sources and learning media, as a supporter of face-to-face learning with the help of the internet and computers. Munir (2009) also explains that online learning is a learning between teachers and students by using several media such as computers, gadgets, internet, television, and so on. Chear (2017) adds, in addition to using the media, online learning also using various existing platforms such as WhatsApp, Zoom, Quizizz, and so on, which are aim to know the development of children and as a liaison between parents and teachers, or teachers with students (Fitri, 2019).

Online teaching and learning give positive and negative impact (Fitri, 2017). Stockdale et al (2018) adds that between the positive and negative impacts in question is that online learning help and facilitate teachers as well as, students to obtain information related to learning and build independent learning. However the negative impacts of this type of learning can be seen in the increase anxiety and pressure among children, lack of prosocial behavior among children, bullying, spoiled children, and behavioral disorders (Tabi'in, 2020) or the used of gadgets contribute to negative impression on the psychological development of children (Ismail, Osman, & Hasan, 2020). In addition, Aswasulasikin (2020) states that another impact of online learning is boring learning, while online learning is conducted through three activities, namely, the assignment by the teacher in the school to the students, the teacher's visit to the students' home, and the daily report by the parents to the teacher (Nahdi et al., 2020). Lutfiah (2020) adds that the lack of tools for supporting cyber learning, lack of people's readiness in accompanying children on online learning, and lack of interaction between teachers and students have an impact on running the learning well. This can be seen in the online implementation that many children do not attend online session (Nazim & Sulaiman, 2021). Another impact is also experienced on the intensity of children using gadgets in learning through cyberspace, where the use of gadgets is high among children and give bad impact on the social-emotional development, or otherwise the low use of gadgets has good impact on the social-emotional development in children of preschool age (Imron, 2018).

Preschool age is the age that requires guidance to provide educational stimulus and assist in physical and spiritual growth and development in preparation for further education. The provision of stimulus can be done through teaching activities at the children's early education level. Gina et al (2020); Werdiningsih & Astarani (2012) explain that the main function of early education for children is to develop aspects of development that include cognitive, language, physical, personal, and socio-emotional through playing activities and exploration in the surrounding environment (Tabi'in, 2020; Yates et al., 2008), helping children develop self-adjustment skills with prevailing norms in the environment and social-emotional abilities

(Nurmalitasari, 2015) which includes the development of confidence, problem solving skills, cooperation skills, relationship building skills, decision-making skills, and building relationships with people around as well as the ability of social and emotional expression built through exploration activities (Cousin, 2014; Hasbullah, Bakar, & Othman, 2020; Mukhlis & Mbelo, 2019).

According to Erikson in Krismawati (2018), the social-emotional development of children is influenced by individual interactions with the environment from birth to adulthood. Individuals conform to the prevailing culture in society. Aims to establish individuals ready physically and psychologically (Emiliza, 2019).

Development in the social-emotional important aspects of children can be developed through the involvement of parents and other family members (Khusniyah, 2018; Nurmalitasari, 2015; Nurul, 2017; Othman, & Mohamed, 2019) by giving attention to children through communication that aims to influence the process of the formation of children's personality. Means that the involvement and role of parents has a significant relationship to changes in the children's behavior (Taufikurrahman et al., 2018). The particular parents' roles are parents become the teacher for children, become the examples for children (Kemendikbud, 1994; Rahayu et al., 2013). Furthermore, the role of parents today in online learning is to provide support in the form of providing internet and facilities to learn online, supervising the use of internet, gadgets, and computers, and adding insight and understanding in utilizing the internet and technology to reduce some of the problems encountered in online learning (Abas, 2017; Cahyati & Kusumah, 2020; Lestari, 2020; Lilawati, 2020). From several previous studies, it is noted that the role of parents has limitation on helping children in completing tasks and providing facilities for online learning. However, there is no research that explains the role of parents in cyberspace learning to develop social-emotional capabilities of children.

Therefore, to understand the role of parents in cyberspace learning to develop the socio-emotional capabilities of children, a quality instrument is required. A quality instrument is an instrument that is in accordance with the current educational situation and in accordance with the culture of society. This study aims to test the validity and reliability of the instruments of the role of parents in online learning and social-emotional development of children. The objectives of this study are:

- Determines the validity and reliability of the instruments of the parents' role phase in online learning.
- Determines the validity and reliability of instruments in the phase of social-emotional development of children.

Methodology

This study uses survey method by distributing questionnaires to 52 study respondents. Consists of two experts in the field of children, and 50 parents who have children aged 5 – 7 years in East Lombok. Questionnaires on the role of parents in online learning are taken and modified from research by Mamik (2015) and social-emotional development questionnaires of children are made and arranged based on the phases of psychosocial development of Erikson. The level of psychosocial development that corresponds to the preschool stage is the initiative versus guilt level. This questionnaire uses the likert scale that is strongly disagree (1) to strongly agree (5).

After the data obtained then an analysis of validity and reliability of questionnaire instruments is conducted by using MS Excel and SPSS 22 programs. According to Lynn in Hendriyadi (2017), the validity of the content of the questionnaire is measured by the total score given by the experts (x) deducted and divided by the number of experts (y) with the content validity score no less than 0.78. While a validity score of >0.78 means that the questionnaire has a high validity of content. In addition, the overall assessment of questionnaire items is obtained from the entire minimum score of the questionnaire items. Furthermore, Kappa's analysis is used to determine the level of expert agreement on the questionnaire. Expert agreement scores can be calculated by a percentage of the number of consistent measurements between experts (Pr/a) deducted by the percentage of the number of measurement changes between (Pr/e) then divided by 1 minus the percentage of the number of measurement changes between experts (Pr/e). Below is the Kappa's calculation formula:

$$k = \frac{\text{Pr}(a) - \text{Pr}(b)}{1 - \text{Pr}(e)} = \text{Kappa value between } (-1) \text{ until } 1$$

The reliability score of the questionnaire instrument is obtained from the results of instrument trials to 50 parents who have children aged 5 – 7 years. The analysis of the reliability of the questionnaire is using the Cronbach Alpha test. Instruments that can be utilized are the ones with reliability level with value of $\alpha = 0.70$. Means that the reliability score of questionnaire items that have quality and significance are the ones with a score of $\alpha > 0.50$ (Darusalarn, 2005).

Table 1. Validity and Reliability Scores

Validity		Reliability	
Kappa	Interpretation	A	Category
<0	Poor agreement	>0.05	Very low
0.0 – 2.0	Slight agreement	0.05 < α < 0.70	Low
0.21 – 4.0	Fair agreement	>0.70	Adequate
0.41 – 0.60	Moderate agreement	>0.80	Strong
0.61 – 0.80	Substantial agreement	>0.90	Very strong
0.81 – 1.00	Almost perfect agreement		

Result

Research testing starts by entering data into MS Excel and is processed using the SPSS 22 program. Furthermore, an analysis of validity and reliability is conducted for both questionnaires.

Validity

In this study, researchers explain the validity score of the parents' role questionnaire and social-emotional development of children by referring to the overall minimum score for the validity of the content and based on the agreement score of two experts using Kappa analysis.

• **Validity of the questionnaire of parents' role in online learning**

Table 2. Validity of the questionnaire content of parents' role in online learning

No	Item	Expert Score		Expert Mean Score		Total of expert mean score
		A	B	A	B	
1	I provide the provision for online learning such as: a. Computer b. Gadget, or c. Internet	5	5	1	1	1
2	I develop the spirit in children during online learning	5	5	1	1	1
3	I give the sense of safe and comfort to children during online learning	4	4	0.8	0.8	0.8
4	I provide books utilized by the children during online learning	5	5	1	1	1
5	I become the model for accountable attitude through daily activities at home, such as: a. Keep the cleanliness in the house b. Clean up the garbage. c. Clear up the toys or online learning tools.4	4	4	0.8	0.8	0.8
6	I spare time to listen to children's stories about their online learning	4	5	0.8	1	0.9
7	I give the children a chance to ask questions about online learning materials	4	4	0.8	0.8	0.8
8	I give the children a chance to do exploration around the house	4	4	0.8	0.8	0.8
9	I accompany the children during online learning	5	5	1	1	1
10	I put limitation to children in using the gadget, computer, or internet.	5	5	1	1	1
11	I remind the children to finish the online learning task as given by the teacher	5	5	1	1	1
12	I remind the children regarding table of online learning	5	5	1	1	1
13	I monitor the children while they play outside	4	4	0.8	0.8	0.8
The Total in Overall						11.9
The Mean Score in Overall						0.91

Based on table 2, the content validity score of the two experts for the parent role questionnaire in online learning was 0.91. Means that the questionnaire has a validity at agreeable and high level while the validity score for each questionnaire item is from 0.8 to 1.

Table 3. Percentage score of the experts

			Expert 2		Total
			4	5	
Expert 1	4	Count	5	1	6
		% of total	38.5%	7.7%	46.2%
	5	Count	0	7	7
		% of total	0.0%	53.8%	53.8%
Total		Count	5	8	13
		% of total	38.5%	61.5%	100.0%

Based on table 3 the percentage of experts who scored the same on each questionnaire item is 92.3% and the percentage of members who gave different scores on each item is 7.7%, where expert-1 scores 4 and expert-2 scores 5.

Table 4. The expert agreement scores (Kappa Analysis)

	Value	Asymptotic Standard Error*	Approximate τ^b	Approximate Significance
Kappa measure of agreement	0.843	0.149	3.079	0.02
N of Valid Cases	13			

*0.05 level significance

Table 4 describes the result of expert agreement score based on Kappa's analysis where the Kappa score obtained is 0.843 ($\alpha = 0.02 < 0.05$). It means that both experts agree, and the expert agreement score is at a high level for parent role questionnaires in online learning with a total of 13 items.

• **Validity of questionnaire of social-emotional development of children**

Table 5. Validity of questionnaire content of social-emotional development

No	Item	Expert Score		Expert Mean Score		Total of expert mean score
		A	B	A	B	
1	My children do not give up or get bored easily in online learning	5	5	1	1	1
2	My children are enthusiast doing online learning	5	5	1	1	1
3	My children proud and happy with the result of the study	5	5	1	1	1
4	My children show sympathy and empathy to the people around	5	5	1	1	1
5	My children have self confidence in answering the questions and sharing the answers to the questions	5	5	1	1	1
6	My children are not able to finish the task given by teacher in online learning	5	5	1	1	1
7	My children develop the capacity in finishing the tasks	5	5	1	1	1
8	My children ask the help from family members or other family members in finishing the tasks	5	5	1	1	1
9	My children obey the rules that apply in the home environment and online learning rules	4	4	0.8	0.8	0.8
10	My children obey the online learning rules	5	5	1	1	1
11	My children stay focus in online learning	4	4	0.8	0.8	0.8
12	My children control themselves in using gadgets, computers, or the internet in online learning	4	5	0.8	1	0.9
13	My children learn according to the designated table	4	4	0.8	0.8	0.8
14	My children are capable to share, help, and assist the parents, brother, and sister in various activities at home	4	4	0.8	0.8	0.8
15	My children appreciate, respect and tolerant to the people in neighborhood	5	5	1	1	1
16	My children give good attention to the people in neighborhood using their five senses	5	5	1	1	1
17	My children are being patient during online learning	5	5	1	1	1

No	Item	Expert Score		Expert Mean Score		Total of expert mean score
		A	B	A	B	
The Total in Overall						16.1
The Mean Score in Overall						0.94

Table 5 describes the content validity score of each item on the children’s social-emotional development questionnaire, which is obtained 0.8 to 1 from the two experts, means the questionnaire is at the agreed level and/or high validity level. The overall score of the questionnaire content by referring to the overall minimum score is 0.94. It means the questionnaires have a validity at high level.

Table 6. Percentage of expert scores

			Ps_2		Total
			4	5	
Ps_1	4	Count	4	1	5
		% of total	23.5%	5.9%	29.4%
	5	Count	0	12	12
		% of total	0.0%	70.6%	70.6%
Total		Count	4	13	17
		% of total	23.5%	76.5%	100%

Table 6 expresses that the percentage of expert scores that scored on social-emotional development questionnaire items of children using SPSS 22 program. A total of 94.1% of both experts scored the same on questionnaire items and 5.9% of both members gave different scores on child socio-emotional development questionnaire items.

Table 7. Experts’ agreement (Kappa analysis)

	Value	Asymptotic Standard Error*	Approximate τ^b	Approximate Significance
Kappa measure of agreement	0.850	0.144	3.543	0.000
N of Valid Cases	17			

*0.05 level significance

Table 7 it shows the questionnaire validity score from the agreement of two experts using Kappa’s analysis which is 0.850 ($\alpha < 0.05 = 0.000 < 0.05$). It means that the questionnaire gets expert agreement at a high level.

Reliability

The reliability of the questionnaire on the role of parents in online learning and social-emotional development of children is obtained from the Cronbach Alpha score. To get the Cronbach Alpha score, questionnaires are disseminated and distributed to 50 parents who have children aged 5 – 7 years in East Lombok.

Table 8. Reliability of parent role questionnaire in online learning and children’s social-emotional development

Variables	Reliability Statistic		
	Cronbach’s Alfa	N of Items	N Valid
Parent role in online learning	0.868	13	50
Children’s social-emotional development	0.860	17	

*0.05 level significance

The table 8 explains that the reliability score for the questionnaire of the role of parents in online learning with the number of respondents to study is 50 and 13 questionnaire items are 0.868 ($\alpha < 0.5 = 0.868 < 0.5$). It means that reliability scores are at a strong level. Meanwhile, the reliability score of the children’s social-emotional development questionnaire is 0.860 ($\alpha < 0.5 = 0.860 < 0.5$) means that the children’s socio-emotional development questionnaire obtains a reliability score at a strong stage, with the number of questionnaire items is 17 and the respondents as many as 50 parents.

D

iscussion

This study show that the validity score obtained based on the Kappa analysis and the score given by the experts for the questionnaire on the role of parents in online learning is high. Meaning that the items questionnaire are appropriate. Most previews study related to the role of parents focus on the role parents in providing online learning support by providing gadgets, computers and internet (Abas, 2016; Cahyati & Kusumah, 2020; Lestari, 2020; Lilawati, 2020). Meanwhile, in another study also delineates that the role of parents are as teachers, motivation providers as well as cultivate of attitude for their children (Rahman, Helina, & Sa’di, 2019).

Besides, the validity score for the social-emotional development questionnaire is high, which means that the items in the questionnaire are appropriate. The children’s social-emotional development consist of self- awareness, responsibility and also pro-social behavior. Moreover, the reliability score for both questionnaires record a strong reliability values. This indicates that the entire item in both questionnaires may be used in the same study as well as future study. Whit the aim of identifying the role of parents in online learning and its relationship with children’s socio-emotional development.

Conclusion

In overall, the results are found to test the validity and reliability of the questionnaire on the role of parents in online learning and social-emotional development. Each includes 13 and 17 statement items with the validity score of content in the phase of agree based on the minimum

score of the entire items that is 0.91 and 0.94. Whereas the agreement scores of experts based on Kappa's analysis is 0.843 ($\alpha < 0.5 = 0.02 < 0.5$) and 0.850 ($\alpha < 0.5 = 0.000 < 0.5$). The reliability score for both questionnaires is at a strong level therefore it can be utilized in the similar study based on the Cronbach Alpha 0.868 and 0.860 ($\alpha > 0.05$).

Several suggestions can be highlighted in the study with the aim of improving the instruments being built. It can be utilized as a guide for future use. The sample of this study is parents who have children aged 5 – 7 years in the East Lombok area. Therefore, the study sample can be expanded by involving parents from various regions in East Lombok.

This research is also expected to help the ministry of education for the development of science related to instrument development in Indonesia. In addition this instruments can be used in actual research related to the role of parents in online learning and its relationship with children's social – emotional development.

Acknowledgment

This paper is based on the pilot study entitled “*Peran Ibu Bapa dalam Pembelajaran dalam Talian dan Hubungannya terhadap Perkembangan Sosioemosi Kanak – Kanak*”. The authors would like to extend their gratitude to the Development of Socio-Emotional Learning Module for Preschool Children, National University of Malaysia (UKM) for the University Research Grants (code: GG-2020-017) that helped fund the research.

Corresponding Author

Suziyani Binti Mohamed

Faculty of Education, National University of Malaysia (UKM), Malaysia

Email: suziyanimohamed@gmail.com

References

- Abas, W. A. W. (2020). Hubungan antara gaya keibubapaan dengan penggunaan Internet kanak-kanak. *Asian Journal of Applied Communication (AJAC)*, 6(1).
- Ahmad, N. A. (2016). Mengintegrasikan teknologi komunikasi dan maklumat sebagai media pengajaran bahasa dalam kalangan kanak-kanak awal umur. *Jurnal Pendidikan Bahasa Melayu*, 4(2), 36-43.
- Aswasulasikin, A. (2020). Persepsi Mahasiswa Terhadap Kuliah Daring dimasa Pandemi Corona Virus Disease (COVID-19). *SALAM: Jurnal Sosial dan Budaya Syar-i*, 7(8).
- Cahyati, N., & Kusumah, R. (2020). Peran orang tua dalam menerapkan pembelajaran di rumah saat pandemi Covid 19. *Jurnal Golden Age*, 4(01), 152-159.
- Chear, S. L. S. (2017). Pengajaran dan Pembelajaran Melalui Aplikasi Whatsapp dan Telegram di Universiti Swasta (Teaching and Learning Through WhatsApp and Telegram Application at a Private University). *Jurnal Pendidikan Malaysia (Malaysian Journal of Education)*, 42(2), 87-97.
- Cousins, L. H. (2014). Early Childhood Development. *Encyclopedia of Human Services and Diversity* (pp. 97-155). USA: University Michigan.
- Fazree, S. D. M., & Zakaria, S. M. (2018). Kesan penggunaan gajet kepada perkembangan kognitif dan sosial kanak-kanak prasekolah. *Jurnal Wacana Sarjana*, 2(4), 1-6.

- Darusalam, G. (2005). Validitas dan Reliabilitas dalam Kajian Kuantitatif dan Kualitatif. *Jurnal Pendidikan Maktab Perguruan Islam*, 61-68.
- Fitri, N. L. (2019). Pemanfaatan Grup Whatsapp sebagai Media Informasi Proses Belajar Anak di KB Permata Bunda. *Al-Hikmah: Indonesian Journal of Early Childhood Islamic Education*, 3(2), 151-166.
- Hasbullah, S. S., Bakar, K. A., & Othman, N. (2020). Pembelajaran Awal Sains dan Kompetensi Sosioemosi Kanak-kanak Prasekolah: Satu Kajian Literatur Sistematis (Early Science Learning and Preschool Children's Social and Emotional Competencies). *Akademika*, 90(3).
- Hendryadi, H. (2017). Validitas isi: tahap awal pengembangan kuesioner. *Jurnal Riset Manajemen Dan Bisnis (JRMB) Fakultas Ekonomi UNIAT*, 2(2), 169-178.
- Imron, R. (2018). Hubungan penggunaan gadget dengan perkembangan sosial dan emosional anak prasekolah di Kabupaten Lampung Selatan. *Jurnal Ilmiah Keperawatan Sai Betik*, 13(2), 148-154.
- Khusniyah, N. L. (2018). Peran Orang Tua sebagai Pembentuk Emosional Sosial Anak. *QAWWAM*, 12(1), 87-101.
- Ismail, A., Osman, K., & Hassan, N.H. (2020). *Bicara Dakwah Kali Ke 21: Dakwah Dalam Talian Semasa Pandemi*, 110–116.
- Lilawati, A. (2020). Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 549-558.
- Lutfiah, S. Z. (2020). Persepsi Orang Tua Mengenai Pembelajaran Online di Rumah Selama Pandemi Covid-19. *Dealektik*, 2(2), 69-73.
- Khusniyah, N. L. (2018). Peran Orang Tua sebagai Pembentuk Emosional Sosial Anak. *QAWWAM*, 12(1), 87-101.
- Krismawati, Y. (2018). Teori psikologi perkembangan erik h. erikson dan manfaatnya bagi tugas pendidikan kristen dewasa ini. *KURIOS (Jurnal Teologi dan Pendidikan Agama Kristen)*, 2(1), 46-56.
- Mukhlis, A., & Mbelo, F. H. (2019). Analisis Perkembangan Sosial Emosional Anak Usia Dini Pada Permainan Tradisional. *Preschool: Jurnal Perkembangan dan Pendidikan Anak Usia Dini*, 1(1), 11-28.
- Munir. (2009). Aplikasi Online Learning dalam Pembelajaran Jarak Jauh. *Pembelajaran Jarak Jauh berbasis Teknologi Informasi dan Komunikasi* (pp. 120-134). Bandung: Alfabeta.
- Nahdi, K., Ramdhani, S., Yuliatin, R. R., & Hadi, Y. A. (2020). Implementasi pembelajaran pada masa lockdown bagi lembaga PAUD di kabupaten Lombok Timur. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 177-186.
- Nazim, N. F. S., & Sulaiman, A. M. (2021). ADAB MURID TERHADAP GURU MENURUT IBN JAMA'AH: APLIKASINYA DALAM KONTEKS PEMBELAJARAN DALAM TALIAN. *e-Bangi*, 18(1).
- Nurmalitasari, F. (2015). Perkembangan sosial emosi pada anak usia prasekolah. *Buletin Psikologi*, 23(2), 103-111.
- Othman, N. I., & Mohamed, S. (2019). Mengkaji Elemen Psikometrik Instrumen Persepsi Guru Prasekolah Terhadap Pelaksanaan Pengajaran Sosioemosi. *E-Prosiding Persidangan Antarabangsa Sains Sosial dan Kemanusiaan* (pp. 135-143). Selangor: Kolej Universiti Islam Antarabangsa.
- Rahman, T., Herlina, H., & Sa'di, K. (2019). HUBUNGAN POLA ASUH ORANG TUA DENGAN PERKEMBANGAN SOSIAL EMOSIONAL ANAK TK DI TK DHARMA WANITA SAKRA

KECAMATAN SAKRA KABUPATEN LOMBOK TIMUR TAHUN 2018. *Transformasi: Jurnal Penelitian dan Pengembangan Pendidikan Non Formal Informal*, 4(2).

Tabi'in, A. (2020). Problematika Stay At Home Pada Anak Usia Dini Di Tengah Pandemi Covid 19. *Jurnal Golden Age*, 4(1), 190-200.

Werdiningsih, A. T. A., & Astarani, K. (2012). Peran ibu dalam pemenuhan kebutuhan dasar anak terhadap perkembangan anak usia prasekolah. *Jurnal Stikes*, 5(1), 82-98.

Yates, T., Ostrosky, M. M., Cheatham, G. A., Fetting, A., Shaffer, L., & Santos, R. M. (2008). Research synthesis on screening and assessing social-emotional competence. *The Center on the Social and Emotional Foundations for Early Learning*.