



**Jurnal Pendidikan Usia Dini**

<http://journal.unj.ac.id/unj/index.php/jpud>

Volume 14. Number 2. November 2020

e-ISSN (Online Media): 2503-0566

P-ISSN (Print Media): 1693-1602

---

## Parenting E-book: Coping Early Childhood Education Problems During Learning from Home

**Luluk Asmawati<sup>1</sup>**

*Universitas Sultan Ageng Tirtayasa, Indonesia<sup>1,2</sup>*

**Sholeh Hidayat<sup>2</sup>**

DOI: <https://doi.org/10.21009/JPUD.142.11>

Accepted: August 15<sup>th</sup>2020. Approved: September 4<sup>th</sup>2020. Published: 30<sup>th</sup> November 2020

**ABSTRACT:** During COVID-19, early-childhood school closings led to higher levels of stress in parents when compared to childless adults. In addition, lack of time to prepare, as well as mental-health problems, worry, and stress in parenting, may have hampered parents' ability to support their children's educational needs. The research aims to solve the problem of early childhood parenting during learning from home and improve the quality of early childhood parenting. The research method uses the research and development stage of the Borg & Gall model. Participants are mothers who have children aged 5-6 years. The data collection technique was done through expert validation and effectiveness testing with a quasi-experimental design. The data analysis used paired t-test statistical analysis. The findings show that the validity of the results of the material expert's test is 96%, and the media expert's test is 94% in the very good category. The effectiveness test based on the pre-test and post-test results showed that Sig. (2-tailed) <0,05 ( $\alpha$ ), which means that the parenting e-book media significantly increases mothers' understanding of parenting well-being practices in early childhood. The implications of this multimedia-based anyflip e-book can be downloaded via gadgets, android, laptop, practical, easy to read and repeated to accompany childcare activities from home.

**Keywords:** *Anyflip E-book, Early Childhood, Parenting*

---

<sup>1</sup> Corresponding Author:

Universitas Sultan Ageng Tirtayasa

Jl. Raya Jkt Km 4 Jl. Pakupatan, Kota Serang, Banten

Email: [lulukasmawati@untirta.ac.id](mailto:lulukasmawati@untirta.ac.id)

## 1 INTRODUCTION

The coronavirus (COVID-19) has spread worldwide and has had a significant public health effect. Since the discovery of COVID-19, numerous public policy initiatives have been made to control the virus, which could have unintended long-term harmful effects on children and families. For example, in many nations, schools are currently closed to slow down the transmission of COVID-19. According to the United Nations Educational, Science and Cultural Organization (UNESCO, 2020), school closures have impacted more than 1,05 billion students (60.5% of total enrolled learners) in 106 countries attending preschool, primary, and secondary schools. In response, teachers have been modifying their programs so that when living at home, children can engage in distance learning. The readiness of schools to have distance learning, however, relies on the school and family support available, which can worsen school inequalities (Tran et al., 2020) (Tran et al., 2020). Learning at home with younger children means that parental support is needed. This abrupt transition to distance learning and the difficulties it poses are a matter of concern because these shifts can increase the possibility of parents feeling parental tension and parental burnout without adequate care for parents, which can adversely affect children in turn (Griffith, 2020). Children are also at increased risk of screen time overuse during class suspension, which can be harmful to their development (Bruni et al., 2015; de Jong et al., 2013).

The efforts of teachers with parents to deliver learning programs at home, with the conditions for the beginning of the COVID-19 pandemic where parents were required to deliver or control educational programs at home because of the cessation of direct learning and the closure of schools, had many negative impacts, such as learning lost son. Many schools have turned to online resources to promote home teaching with hands-on instructional experiences, but this is not going well, most schools are taking poorly planned steps during COVID-19, and the solutions are very poor (Nuñez et al., 2020). The minimum pressure of at-home schooling requires adult oversight at periods when children may normally have been supervised by a teacher in school buildings was an obstacle in the move to at-home education. Learning from home in many ways, requires increased commitment from parents to ensure that children recognize and complete instructional programs (Lee et al., 2021).

Lau and Lee (2020) stated in their study that during the pandemic, many children face difficulties in carrying out distance learning activities at home, with the main difficulties being the child's lack of desire to learn, and the disadvantages associated with the home environment. They cannot complete study assignments independently. During school closings, more parents who did not master or own online learning tools became unhappy with distance learning. To improve children's learning when schools are closed, parents want deeper online learning and want more teaching assistance from teachers, flexible school schedules and government subsidies. The use of electronic equipment without parental mediation often occurs during learning from home. The results further illustrate the need for schools to focus through integrating learning models by including a combination of online and off-line school assignments and assisting parents in navigating children's screen time. Likewise, the results from the survey conducted by Dong et al., (2020) showed that parents had an unfavourable view of the principles and advantages of online learning and liked in person learning. This is due to the limitations of online learning, self-regulation of young children, and their lack of time and technical skills to facilitate online learning for children. The hardships brought about by the COVID-19 pandemic leave them suffering and more vulnerable to learning from home. His findings also show that the introduction of online schools is inconvenient and frightening for families during the pandemic.

Based on the learning problems of early childhood during the pandemic, this study concluded that parenting skills are needed in accompanying children's learning at home when schools are closed. The study aims to create new innovations in parenting, by making e-book learning media for early childhood parenting through the use of the anyflip application. Anyflip is easy to use by early childhood users or parents. This application is integrated with gadgets, android, laptop. Early childhood parenting e-book can be used individually and in groups. In this study, researchers developed a parenting e-book for early childhood, which contains indicators and activities of children with parents at home on aspects of health and nutrition, education, care, protection and child welfare. The innovation and development of this e-book model are an effort to facilitate

parents to gain access to information and knowledge to support the Indonesian government program in implementing an integrative holistic early childhood education.

## 2 THEORITICAL STUDY

Early childhood parenting is an integrated service for health and nutrition, education, care, protection and welfare for early childhood. In the aspect of fulfilling nutrition, mothers have a very important role in assisting, selecting ingredients, and making food for their children. Early childhood parenting in international journals is called the whole childcare approach. Rosen et al., (2020) overall child models improve collaboration between health and education systems to serve children well, including: (1) prevention focus on health promotion, (2) family context, children who are cared for in a family context healthy, community, and school, (3) relationship-based, open communication and building trust, whether we can work together well to ensure the optimal well-being of every child, (4) participatory, creating health must be a collaborative process, actively encouraging participation and make children take control of their own health.

Gerber et al., (2020) state that the American Bar Association has made efforts in the legal advocacy movement to improve the welfare of children and quality parents. Latin children in the United States from immigrant families, get low care and early childhood education services, e-books are one source of information for the progress of their children's education. Paredes et al., (2020) explain that family home care providers use family vocabulary to describe the roles, jobs, and assistance they provide to early childhood. Caregivers also teach mothers to care for their children. The role of mother's parenting is the child's first source of information. The role of mothers is the ability to nurture, educate, and grow and develop the values of their children's personality, understand children's egocentric attitudes, stimulate all aspects of child development (Thomas et al., 2019). Based on this opinion, parenting is a comprehensive stimulation in early childhood.

Digital book or e-book Troseth and Strouse (2017) explain that e-books have two characteristics, namely: (1) e-books is digital, (2) e-books require special reading tools. Electronic books have various formats, namely pdf or portable document formats that are opened with an acrobat reader program, html which is opened by browsing or search, and excel. This research uses the pdf format. Evans et al., (2017) explained that e-books for parents are practical, inexpensive, and can be used to guide their child's stimulation activities. Parents' perspectives and practices on digital and online learning at home at the start of the covid-19 pandemic that parents support the use of digital devices (Dong et al., 2020). Parents are positive for the use of computers and e-book media. Parents believe that children must acquire valuable technical skills, develop children's learning, language, self-expression and social competences. The e-book helps parents learn parenting practice guides for their children studying online during lock down as a unique lesson in time and place. Technology and digital media are seen by children in the US and other countries as a central part of their identity (Mourlam et al., 2020). This is because the availability of technology increases along with the times in their lives since childhood. Children take advantage of technology to study for about two hours each day. Through digital technology, parents and children have greater access to self-expression and strengthen relationships with friends and family members, as well as studying educational TV programs, games, e-books, and other developmentally appropriate uses in formal educational settings. E-books are one of the learning media that children are interested in because they are easily accessible. Using e-books follows the design pattern on the story board. Based on some of the theoretical studies above, the e-book provides benefits to make it easier for parents to guide children to learn from home (Fry, 2020).

## 3 METHOD

This study uses research and product development methods using the Borg and Gall (2007) model stages. Research participants involved in testing the effectiveness of the e-book parenting model were 161 mothers with children aged 5-6 years that attend kindergarten and carry out learning from home during the Covid-19 pandemic in Banten Province. The data collection technique

was carried out by survey using google form, then the data were analyzed using statistical calculations using paired t-test.

### 3.1 Procedure

The model development steps are carried out in ten stages (see figure 1) Research and data collection; e-book theory study, early-childhood parenting theory study, needs analysis and indicators of learning activities for early childhood care activities. 2) Product design planning; Storyboard design contains early childhood parenting. Use of anyflip book publishing platform application, arrangement of instrument grid for material experts, media experts, effectiveness testing instruments. 3) Initial product development; download the anyflip application, log in and fill in the e-book needs to be developed, determine learning objectives for the content of the e-book, compile material descriptions, prepare tools and materials to be used. 4) Initial field trials; validation of material experts, media experts, analysis of test results from material experts on format, language, graphic media, and programming. 5) Revised trial results. 6) Main product trial: e-book trial on 30 mothers of children aged 5-6 years, analysis of trial results, and improvement of an e-book. 7) Product improvement; It includes activities that have been summarized at the initial product development stage or pre-production and affixing image decorations according to the theme of the activity. 8) Large-scale trials: e-book trial on 161 mothers with children aged 5-6 years, analysis of trial results, and editing to double-check the content and design of the e-book. 9) revised e-book final product. 10) Dissemination and implementation of the final e-book product.

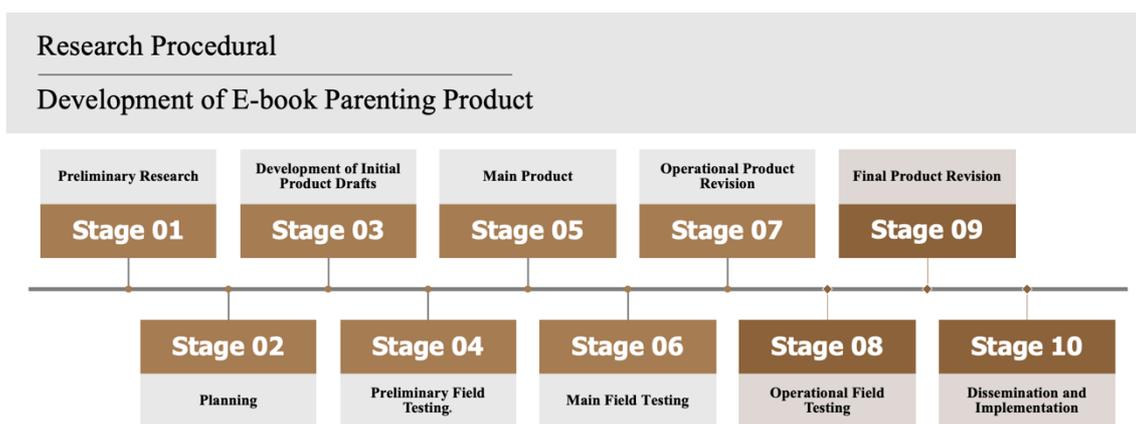


Figure 1. Research Procedural E-book Parenting Product

## 4 RESULT AND DISCUSSION

This research produces an e-book media product on early childhood parenting to improve mother's understanding of the growth and development of children aged 5-6.

### 4.1 Result

#### 4.1.1 Final Product

The final product revision or product improvement that is being developed, namely the e-book of early childhood parenting. Revisions based on respondent input: 1) editing to double-check the content and design of the e-book, 2) revision of deficiencies in the content and design so that it is in accordance with user needs, 3) the e-book is designed to be used individually and in groups. It is hoped that the use of this parenting e-book media can help mothers accompany their children to learn from home. The success of parenting is the occurrence of changes in the cognitive, affective, and psychomotor aspects of early childhood. After the final product, revision has been completed, the dissemination stage (see figure 2).



Figure 2. Early Childhood Parenting e-book (<https://www.canva.com>)

#### 4.1.2 *Product Effectiveness Test Results*

Researchers conducted large-scale field trials or e-book adaptation feasibility tests with 161 study subjects having children aged 5-6 years. The research data are in the form of material content and the practicality of using the e-book. The content of the parenting e-book shows the results, 140 respondents or 86% said it was very good. The suitability of the material composition with the aspects of early childhood development and development, 156 respondents or 97% said it was very good. The content of parenting material, 157 respondents or 98% said it was very good. The relationship between themes, sub themes, sub themes and activities, 161 respondents or 100% stated it was very good. Clarity of material and indicators of learning objectives, 158 respondents or 98% stated very well. Selection of activities according to the setting of the home environment, 130 respondents or 80% said it was very good. Practicality: ease of use of the e-book, 161 respondents or 100% said it was very good. The ease of bringing in 161 respondents or 100% stated very well. Efficiency because the product does not use paper, 150 respondents or 93% said it was very good. Product can be used repeatedly, 158 respondents or 98% said it was very good. Based on respondent data on a scale of 5 or 96%, it shows that the content to the e-book media is very suitable to be used as a guide for parents in parenting children aged 5-6 years during the pandemic.

## 4.2 Discussion

For quality development, the e-book on early childhood parenting finds it very important to use content experts. This e-book is deemed by media analysts to be very safe for use. The mother's reaction showed that the material and how to use it were really good. The creation of this e-book involves patience and thoroughness from pre-production (stages 1 and 2), production (stages 3 to 8), and post-production (stages 9, 10). In the development of story boards, the pre-production method for exploring easy and open access software also involves visualization. This stage is the longest since the contents of the e-book covering health and nutrition practices, education, treatment, security and well-being must be planned. The production of time duration settings, screen displays, how to operate also requires input from respondents, for example, the login and logout process, readability of activities that must be carried out by parents and children at home, repairing tools, materials for the e-book model. For post-production, the accuracy of the content and early childhood experiences, completeness of images, and proper decoration need to be edited.

Product discussion of health and nutrition services, based on the online survey from Banerjee et al., (2019), that the impact of the Covid-19 pandemic which resulted in decreased family food security as many as 36% of respondents admitted that they had reduced their food portions due to financial shortages. It is hoped that the early childhood care e-book would guide parents to provide children with local nutritious food and herbal health care. Parents must maintain children's nutrition, especially vitamins, iron, zinc, iodine, children's diet, standard nutrition. Parents also take care of the child's health, cleanliness of the child's body and environment. The steps of preventive care that parents should take are to preserve the infant's immunity. Efforts to provide nutritious meals, pick vegetables, build lists of recipes, make delicious snacks from local food ingredients, and deliver a diverse menu of organic, new or quality side dishes.

Parenting services, this e-book provides an explanation of authoritarian, permissive, and democratic parenting patterns through concrete examples of stimulating child development. Language development, children show interest in books. Mothers play an active role in encouraging, guiding their children to love reading. Mothers must actively encourage that love of reading is the goal of education for their children. The characteristics of children who are interested in picture books (Ebert, 2020). The characteristics of picture books are alphabet books. Each letter of the alphabet is associated with an illustrator object starting with a capital letter, a playbook. Play books use a way of presenting content that directs children to understand text, can explore the concepts of numbers, rhymes, and storylines, concept books. The mother teaches the children the concept of storylines, colors, shapes and sizes, picture books without words. The mother teaches the child to recognize the main idea and understand the story, picture story books. The mother teaches the child to be able to understand and relate the contents of the story about the character in the book with the child's daily life experience.

Research data on aspects of language develop optimally. Parents have promoted language through parental involvement by caring for children, communicating, volunteering, studying at home, making decisions, and working with families / communities, Cognitive development the child can build an object. Mothers must stimulate children's ability to create objects offline and online. It is based on Piaget's concepts of assimilation, accommodation, schema and equilibrium. In this equilibrium process, children are able to distinguish objects based on their functions and uses motor (Webster et al., 2019) has optimally developed. Children can already use large muscles such as sitting, holding, running, kicking, climbing trees, and climbing stairs. Parents stimulate gross motor movements by playing ball, jumping rope, playing marbles. Development of fine motor skills, namely the activity of wearing and taking off your own clothes. Mothers stimulated fine motion, independence, and cognitive by playing with dolls, household utensils, eating utensils, washing hands, brushing teeth, wearing pants, clothes and drawing lines. Based on these conditions, the maturation of brain function is influenced by genetic factors and parenting styles. Mothers must provide a learning environment through opportunities, practice, repeated and varied experiences. Mothers must be able to foster self-confidence in children and train children to be responsible.

Social development is the achievement of maturity in social relations as a learning process to adapt to the norms, morals and traditions of the group to become one unit and communicate and collaborate with each other (Morawska et al., 2019). The social sophistication of children will

contribute to the success of children in forming social relationships through becoming more autonomous and professional. The Social development of children is greatly influenced by the process of parenting parents who continue to provide examples to children in applying these norms in their daily life. Safety and welfare services are closely related to children's emotional social development. Parenting e-books enhance parents' ability to keep children happy at home and learning from home. Emotional development is a complex reaction that connects one level of activity function with changes in depth, accompanied by strong feelings, or accompanied by affective states. Parents should understand the emotional characteristics of early childhood, which are volatile, and react strongly to situations that give rise to pleasure. The stimulation of emotional development that can be exemplified by the mother is to be an example and the child to imitate, the mother provides a friendly and communicative learning environment at home through various games. Mothers must be able to facilitate the uniqueness and needs of children's emotional development. Finally, parents are expected to be able to teach children self-reports as notes to help children continue to control their emotions.

#### 4.3 *Product Limitations*

This development research has been tried to the maximum in accordance with the abilities of the researchers, of course there are still some limitations that must be acknowledged. These limitations include: 1) the e-book media product is still far from perfect, 2) the content of this e-book still needs to be developed and refined according to the learning environment of early childhood.

## 5 CONCLUSION

Based on the results from this study, it can be concluded that the e-book of early-childhood care has a significant impact. The advantages of this e-book are, small file size, easy to process, to distribute, to track and fast content, and to access and copy. In addition, this e-book has increased the ability of parenting to early childhood in health and nutrition services so that the child's immune system, height and weight can grow according to their age. Education, the limited learning facilities at home through e-books, containing self-help activities, routine activities, and playing can inspire parents to assist children to learn from home. Parenting, an e-book containing an explanation of authoritarian, permissive, and democratic parenting patterns that results in maintaining emotional stability for parents as long as children learn from home. Safety and well-being, during the Covid-19 pandemic, early childhood experienced a lot of violence because parents were not ready to guide children to learn from e-books, giving understanding to parents to educate children with love, the uniqueness and needs of children, as well as learning style's child. Home becomes a fun school for children, and mothers are able to accompany them with sincerity, patience and good knowledge.

## 6 REFERENCES

- Banerjee, A., Hanna, R., Kyle, J., Olken, B. A., & Sumarto, S. (2019). Private Outsourcing and Competition: Subsidized Food Distribution in Indonesia. *Journal of Political Economy*, *127*(1), 101–137. <https://doi.org/10.1086/700734>
- Borg, W. R., & Gall, M. D. (2007). *Educational Research an Introduction. Fourth Edition*. Bacon Publishing.
- Bruni, O., Sette, S., Fontanesi, L., Baiocco, R., Laghi, F., & Baumgartner, E. (2015). Technology Use and Sleep Quality in Preadolescence and Adolescence. *Journal of Clinical Sleep Medicine*, *11*(12), 1433–1441. <https://doi.org/10.5664/jcsm.5282>
- de Jong, E., Visscher, T., HiraSing, R., Heymans, M., Seidell, J., & Renders, C. (2013). Association between TV viewing, computer use and overweight, determinants and competing activities of screen time in 4- to 13-year-old children. *International Journal of Obesity*, *7*.

- Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review, 118*, 105440. <https://doi.org/10.1016/j.childyouth.2020.105440>
- Ebert, S. (2020). Theory of mind, language, and reading: Developmental relations from early childhood to early adolescence. *Journal of Experimental Child Psychology, 191*, 104739. <https://doi.org/10.1016/j.jecp.2019.104739>
- Evans, M. A., Nowak, S., Burek, B., & Willoughby, D. (2017). The effect of alphabet eBooks and paper books on preschoolers' behavior: An analysis over repeated readings. *Early Childhood Research Quarterly, 40*, 1–12. <https://doi.org/10.1016/j.ecresq.2017.02.002>
- Fry, A. (2020). Use patterns for ebooks: The effects of subject, age and availability on rate of use. *The Journal of Academic Librarianship, 46*(3), 102150. <https://doi.org/10.1016/j.acalib.2020.102150>
- Gerber, L. A., Guggenheim, M., Pang, Y. C., Ross, T., Mayevskaya, Y., Jacobs, S., & Pecora, P. J. (2020). Understanding the effects of an interdisciplinary approach to parental representation in child welfare. *Children and Youth Services Review, 116*, 105163. <https://doi.org/10.1016/j.childyouth.2020.105163>
- Lau, E. Y. H., & Lee, K. (2020). Parents' Views on Young Children's Distance Learning and Screen Time During COVID-19 Class Suspensio. *Early Education and Development, 19*. <https://doi.org/10.1080/10409289.2020.1843925>
- Lee, S. J., Ward, K. P., Chang, O. D., & Downing, K. M. (2021). Parenting activities and the transition to home-based education during the COVID-19 pandemic. *Children and Youth Services Review, 122*, 105585. <https://doi.org/10.1016/j.childyouth.2020.105585>
- Morawska, A., Dittman, C. K., & Rusby, J. C. (2019). Promoting Self-Regulation in Young Children: The Role of Parenting Interventions. *Clinical Child and Family Psychology Review, 22*(1), 43–51. <https://doi.org/10.1007/s10567-019-00281-5>
- Mourlam, D. J., DeCino, D. A., Newland, L. A., & Strouse, G. A. (2020). "It's fun!" using students' voices to understand the impact of school digital technology integration on their well-being. *Computers & Education, 159*, 104003. <https://doi.org/10.1016/j.compedu.2020.104003>
- Nuñez, B., Stuart-Cassel, V., & Temkin, D. (2020). *As COVID-19 spreads, most states have laws that address how schools should respond to pandemics.* 66.
- Paredes, E., Hernandez, E., Herrera, A., & Tonyan, H. (2020). Putting the "family" in family childcare: The alignment between familismo (familism) and family childcare providers' descriptions of their work. *Early Childhood Research Quarterly, 52*, 74–85. <https://doi.org/10.1016/j.ecresq.2018.04.007>
- Rosen, L. D., Felice, K. T., & Walsh, T. (2020). Whole health learning: The revolutionary child of integrative health and education. *EXPLORE, 16*(4), 271–273. <https://doi.org/10.1016/j.explore.2020.05.003>
- Thomas, V., De Backer, F., Peeters, J., & Lombaerts, K. (2019). Parental involvement and adolescent school achievement: The mediational role of self-regulated learning. *Learning Environments Research, 22*(3), 345–363. <https://doi.org/10.1007/s10984-019-09278-x>
- Tran, T., Hoang, A.-D., Nguyen, Y.-C., Nguyen, L.-C., Ta, N.-T., Pham, Q.-H., Pham, C.-X., Le, Q.-A., Dinh, V.-H., & Nguyen, T.-T. (2020). Toward Sustainable Learning during School Suspension: Socioeconomic, Occupational Aspirations, and Learning Behavior of Vietnamese Students during COVID-19. *Sustainability, 12*(10), 4195. <https://doi.org/10.3390/su12104195>

- Troseth, G. L., & Strouse, G. A. (2017). Designing and using digital books for learning: The informative case of young children and video. *International Journal of Child-Computer Interaction, 12*, 3–7. <https://doi.org/10.1016/j.ijcci.2016.12.002>
- UNESCO, U. (2020). *COVID-19 impact on education*. United Nations Educational Scientific and Cultural Organization. <https://en.unesco.org/covid19/educationresponse>
- Webster, E. K., Martin, C. K., & Staiano, A. E. (2019). Fundamental motor skills, screen-time, and physical activity in preschoolers. *Journal of Sport and Health Science, 8*(2), 114–121. <https://doi.org/10.1016/j.jshs.2018.11.006>