



Family-Based Tutoring Programs for Mental Retardation Children with Mild Disabilities In The Covid-19 Era

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Abstract

Researchers found problems in SLB BC YPNI Pameungpeuk Regency during the current covid-19 pandemic. Namely, there is no family-based tutoring program for children with mild mental retardation in the covid-19 era. Therefore, researchers conducted a study at SLB BC YPNI Pameungpeuk Bandung Regency regarding a family-based tutoring program for children with mild mental retardation in the covid-19 era. The purpose of this study is to make a family-based tutoring program for children with mild disabilities in the covid-19 era feasible. The research method used is *design-based research* (DBR) method with qualitative approach. Data collection used is observation, interview, documentation and validation. The results of this study are family-based tutoring programs for children with mild disabilities in the covid-19 era in the form of programs. This follow-up of the family-based tutoring program for children with mild disabilities in the covid-19 era can be used by the school and can also be used as a basis for further research by subsequent researchers. The researcher hopes that the family-based tutoring program for children with mild mental retardation in the covid-19 era can be used in SLB BC YPNI Pameungpeuk Bandung Regency as a research site but can also be used by other schools that have the same problems as the problems at the research site.

Keywords: Program family-based tutoring Program, children with mild mental retardation, Covid-19 Era 99

Introduction

The world is being hit by a virus that has recently been popularly known as Covid-19 (Coronavirus Disease) which was first discovered in a city called Wuhan in one of the provinces, Hubei in China at the end of 2019 last year and became a threat to all layers of countries in the world. According to the United Nations Educational,

Scientific and Cultural Organization (UNESCO,2020), almost 300 million students in the world are disrupted from school and threatened with their future due to covid-19. In addition, the United Nations Educational,Scientific and Cultural Organization (UNESCO, 2020) said that 1.5 billion students and families have been

significantly affected by school closures caused by the Covid-19 outbreak. Although a concern for all individuals, Covid-19 appears to present a greater risk for people with Intellectual and developmental disabilities (IDD), these intellectual and developmental disabilities typically include more common disabilities such as mild mental retardation at a younger age (Margaret A.Turk MD, 2020 ; Ruth Luckasson,2020).

This covid-19 virus outbreak in addition to causing an impact on the economy also has an impact on education. Students and also education personnel or teachers who usually carry out learning with a face-to-face model in schools are currently required to learn with a distance learning model (PJJ) or popularly known as online. This is done in order to stop the spread of the Covid-19 Virus (Coleen A.Boyle, J. Z. (2020). A technology based and online resourced education system needs to be available so that all the needs of the students can be accommodated. So that the government, schools, and teachers and students are not left behind during school closures. This makes the Indonesian government rushed to implement a policy of learning from home (Setiati, S., & Azwar, MK 2020). The challenge of the implementation of the above policy is that students with mild mental retardation who need intensive assistance (Arifa, F. N. 2020). Given the condition of mentally retarded students who have intelligence below average besides that they are underdeveloped in adjusting to the environment (Desiningrum, D.R.2017).

The role of parents is very important in guiding and assisting children when the educational process takes place at home today (Lilawati, 2020; Cahyati and Kusumah, 2020; Haerudin et al., 2020) and parents are the ones who know the character and personality development of children (Haryanto, Fatmawati & Abao, 2014) in Ahsani, E.L.F.(2020). Parents must be able to provide a favorable

environment at home to improve the physical, social and emotional well-being of their children and it is an obligation of parents to create a conducive situation (Wardani and Ayriza 2020; Trisnawati and Sugito 2020; Lilawati,2020). This is in accordance with the recommendation of the central government with the outbreak of COVID-19 (Coronavirus Disease) where people are encouraged to stay at home (Yunus. N.R., & Rezki, A.2020: Lasoti 2020).

Tutoring is generally an aid given to children in the guidance can be in the form of information related to education, how to learn, selection of advanced school majors, overcome learning problems,develop the ability and ability to optimally in education or make students able to successfully learn and be able to adjust to all the demands of the school (Thahir, A. 2014).

The results of a preliminary study conducted by researchers in 2020 at SLB BC YPNI Pameungpeuk Kab.Bandung that students at the school are currently running the learning process online. There are some parents of students with mild mental retardation who pay less attention to their child's learning achievement, such as not understanding their child's lesson schedule, not completing their learning tools, not wanting to know their learning progress, not caring about the difficulties– difficulties experienced by children in learning and the condition of the phone and internet quota are sometimes insufficient to meet the child's learning, still a lack of knowledge about science technology (IT), often complain of difficult learning if it is continuously done at home, parents often complain of facing their children who often whine to go to school, and there are also parents who ask when school is back because of the condition of their children who only want to study at school because if at home the children will only play and watch television broadcasts (TV), playing games and Tiktok all day. There are even parents who just moved their children from

other schools and forced to hold face-to-face learning with teachers (Hidayati Rofiah, N. (2015).

Learning problems that arise in children with mild mental retardation are caused by physical, mental and environmental factors. The causative factor of physical factors is the discovery of abnormalities or disorders in the physical part such as hearing loss, vision, disability in the limbs and so on. The mental factors related to learning motives, interests, intelligence, confidence, concentration and so on and the environmental factors in question are a place to learn, learning atmosphere, learning support tools, media used to learn, and learning strategies. Therefore, a program that can cover the context of life and education is needed because it looks at the problems faced by children with disabilities who not only experience problems in academics but also have difficulties in everyday life.

Phenomena contained in SLB BC YPNI Pameungpeuk Bandung Regency, most parents only take the last Education until elementary school and work as factory workers as well as farmers. They leave in the morning and return in the evening. After returning from the factory also rice fields, they are tired and rest. This pattern repeats continuously like that so that it pays less attention to the child's learning development.

What can be done by parents who have children with mild mental retardation in overcoming the problem clearly requires many parties involved to cooperate. Such as cooperating with school parties, following various directions from the school, making changes and adjustments, recognizing resources at home, and making activities at home as well as some daily schedules and

deepening knowledge of Information Technology (Yue, J., Zang, X., Le, Y., & An, Y. 2020).

When the researchers conducted indirect observations, the researchers conducted a conversation through the Whatsapp application and asked about the physical and psychological condition of parents and children when they had to undergo changes in learning that was done online. As a result there are problems encountered

by parents such as, difficulty in conditioning children when going to follow online learning. This triggers stress in parents and children, parents feel surprised when they see children's abilities that are not in accordance with their expectations. Then there is a feeling of laziness towards children, parents do not understand technology with the problems faced by parents today, so Direction is needed regarding the stages in the tutoring process or learning assistance which is ideally carried out at home for children with mild disabilities during the covid-19 pandemic. In line with the expert opinion that for the success of the learning process at home the role of parents is very important in it. Given, the condition of children with mild mental retardation and the learning process is no longer in school by getting assistance from teachers directly, but requires being accompanied by their parents. In this case, it is very important for parents to be given an understanding or example related to the learning process at home such as providing a number of learning information, how to learn mechanisms, how to receive assignments and others (Egar N, 2020) this study aims to develop a family-based tutoring Program for children with mild disabilities in the Covid-19 Era

Metode

1. Methods

The method used in this study is the method of Design Based Research (DBR) the function of Design Based Research

(DBR) is to design/develop an intervention such as programs, strategies, learning materials, products and systems Goff, W., & Getenet, S. (2017). In accordance with the purpose of this study is to draft a family - based tutoring program for children with mild mental retardation in the covid-19 era in SLB BC YPNI Pameungpeuk Bandung regency that has been validated.

2018: 03). This is in accordance with the purpose of this study is to describe various factual conditions in the field regarding children, families, and schools when learning in the covid-19 era. approach. Penelitian Qualitative research is research that melakukan analyzes and interprets text and interview results with the aim of

3. Subject Of Research

This research was held in SLB BC YPNI Pameungpeuk Bandung Regency. The subject of this study, involving parents/guardians who have children of learning age amounted to 3 (three) parents / guardians (mother and father) who have children with disabilities of school age. Principal, 2 (Two) homeroom teachers of mentally retarded students studied.

4. Data Collection Techniques

Data collection techniques used in this study are observation method, interview method and documentation method. Observation methods are used to determine various factual conditions in the field regarding children, families, and schools when studying in the covid-19 era. Observations made in this study are by observing the place or location of the study and along with various problems that occur in schools and parents during learning during the covid-19 pandemic. Interview method conducted to the principal of SLB

5. Research Instruments

The instrument in this study was prepared as a tool used by researchers in using data collection methods related to family-based tutoring programs for children

2. Approach

The approach used in this study is a qualitative approach. Qualitative research is research that analyzes and interprets text and interview results with the aim of finding the meaning of a phenomenon (Auerbach & Silverstein, 2003; Sugiyono

finding the meaning of a phenomenon (Auerbach & Silverstein, 2003; Sugiyono 2018: 03). This is in accordance with the purpose of this study is to describe various kondisi factual conditions in the field regarding children, families, and schools when learning in the era of covid-19

In addition, in order to achieve the purpose of this study, which is to create a family-based tutoring program for children with mild disabilities in the covid-19 era that is feasible, academic/practitioner experts are needed to validate the program. In this study validation was conducted by 5 (Five) experts concerned. The 5 (Five) Experts Are 3 (three) lecturers of Special Education, Universitas Islam Nusantara and Pameungpeuk Bandung Regency,

BC YPNI Pameungpeuk Bandung Regency, teacher

Home room teachers and parents or guardians to find out information about activities carried out during learning during the covid-19 pandemic, an overview of schools, what difficulties parents face during home learning and what efforts parents make to overcome difficulties encountered when guiding home learning during the covid-19 pandemic. While the documentation method is used to strengthen the data obtained from observations and interviews. The data collected are school data, Student data, parent data, and related photos.

with mild mental retardation in the covid-19 era at SLB BC YPNI Pameungpeuk Bandung Regency. The instruments used in this study are observation guidelines,

interview guidelines and documentation guidelines.

6. Data analysis techniques

The data analysis technique used in this study is inductive analysis, where the data that has been collected is described and then interpreted and analyzed against each friend of all incoming data according to Bogdan & Biklen (1982) in Moleong (2011), which consists of: (1) data reduction, data abstracting activities or taking the main part of all data that has been collected. The Data reduced from the observations in this study is data on various phenomena that occur in learning situations at school and at home.

The Hand Planguages

Results

The study was conducted at the extraordinary School of BC YPNI Pameungpeuk District. Bandung. Informants in this study consisted of (1) one principal with the initials KK, (2) two teachers with the initials SL and ST , (3) three parents with the initials

A. Factual conditions in the field regarding children, families, and schools in learning services in the covid-19 era at SLB BC YPNI Pameungpeuk Kabupaten Bandung Regency.

According to the results of observations, interviews, and documentation studies that have been conducted by researchers on educators, parents/guardians and learners in order to develop a family-based tutoring program for children with mild disabilities in the covid-19 era, it is known that schools do not yet have administrative tutoring programs, so teachers tend not to know information about children's learning needs during the covid-19 pandemic. So that the school feels less competent specifically to conduct tutoring intensely in order to deal with various problems that exist in students. But in practice, tutoring services in schools have been running in an integrated manner with the teaching program. This is closely related to the duties and roles of teachers.

The Data obtained were focused on describing various factual conditions in the field regarding children, families, and schools when studying in the covid-19 era; (2) the presentation of data in this study was based on the aspects studied. (3) the conclusions in this study will be able to answer the problem formulation that has been formulated since the beginning, consisting of factual conditions in the field regarding children, families, and schools in learning services in the covid-19 era, a draft family-based tutoring Program for children with mild disabilities in the covid-19 era, a family-based tutoring Program for children with mild disabilities in the covid-19 era that has been validated

RR, WN, and TR in addition (5) five academics/practitioners related experts from Universitas Islam Nusantara and teachers from SLB BC YPNI Pameungpeuk Bandung Regency. The results of the data obtained from this study are as follows :

Teachers do not have a standard form related to family-based tutoring programs in schools. So that the tutoring activities carried out only provide questions that are in the book and run in conjunction with the learning process while in class. So that the child's learning needs can not be known in depth. Teachers at that time were not ready to carry out online learning due to learning facilities that do not support such as learning modules that must be adapted to the conditions of children in the current situation, inadequate internet quota. In addition, the researchers conducted a conversation through the Whatsapp application and asked about the physical and psychological conditions of parents and children who suddenly had to undergo changes in learning done online/online. The result is that there are problems faced by parents such as, parents have difficulty in guiding their children's learning, especially when Conditioning children when they will follow online learning. This triggers stress in parents and children, parents feel surprised when they see children's abilities that are not in accordance with their expectations. Then there

is a feeling of laziness towards children, parents do not understand technology with the problems faced by parents today, so Direction is needed regarding the stages in the tutoring process or learning assistance which is ideally done at home for children with mild disabilities during the covid - 19 pandemic.

B. Family-based tutoring Program for children with mild mental retardation in the covid-19 era at SLB BC YPNI Pameungpeuk Bandung Regency.

Based on the results of observation instruments, interviews, and documentation studies that have been carried out by researchers, in order to develop a family-based tutoring program for children with mild disabilities in the covid-19 era, it is known that schools do not yet have administrative tutoring programs, so teachers tend not to know information about children's learning needs during the covid-19 pandemic.

In addition, researchers also conducted observations and interviews with parents to obtain initial data or initial conditions of students and families. The results obtained in the form of identity of students and families studied. After obtaining the initial data, the researchers conducted further searches using research instruments that the researchers had made. This search was carried out to dig up data on family conditions and children's conditions in more depth and comprehensively.

Search of data related to the condition of the child's development related to problems of physical development, language (speech and communication), cognitive , motor or with regard to behavioral problems that arise. In addition, the data search of the family aims to find out about the main causes of problems and conflicts in the family that resulted in less intensive family parenting so that the neglect of handling the development of their children.

Data collection related to the general condition of schools, family and child conditions is important data in preparing

family-based tutoring programs for children with mild mental retardation in the covid-19 era at SLB BC YPNI Pameungpeuk Bandung Regency. This family-based tutoring Program was created to help parents and learners who experience problems in personal, social, learning and career aspects in addition to that parents have confidence and competence in intervening in children, so that directly or indirectly, have an impact on the functioning of the family, and optimal child development.

The targets in the family-based tutoring program for children with mild disabilities are : (1) children with mild disabilities who sit in school (2) families that include mothers, fathers, siblings.

The form of a family-based tutoring program for children with mild disabilities in the covid-19 era is Made Simple which is compiled and analyzed based on the data that researchers get from families and children. The content of the family-based tutoring program for children with mild disabilities in the covid-19 era before it was validated consisted of 6 aspects, namely family acceptance, health, social, physical, Activity Daily Living (ADL), and Family Assistance in doing school assignments. Accompanied by the purpose of the service, activities, steps, Media, frequency and Interval of each session.

C. Family-based tutoring Program for children with mild disabilities in the covid-19 era that has been validated.

Family-based tutoring Program for children with mild disabilities in the covid-19 era is validated to 5 (Five) experts concerned. The 5 (Five) Experts Are 3 (three) lecturers of Special Education, Universitas Islam Nusantara, and 2 (two) teachers from SLB BC YPNI Pameungpeuk Bandung Regency. As for some of the comments and suggestions given are as follows: (1) validation by a Program expert, with the initials DDK stating that create a model image on the program made (2) validation from teacher practitioners, with the initials SS, namely implementing the program in daily learning the components of the program are very good (3) validation by a Program expert, with the initials DTT, it only remains to add the concept of tutoring to the rest of the program is very good. (4) validation from teacher practitioners, with the initials NN, is to create a tutoring program that leads to the academic realm for children with mild disabilities. (5) validation by the Program expert, with the initials EY, namely at the first point of the acceptance section, there are steps to find out or listen, what the family feels as a result of the condition of the mentally retarded child, what difficulties are faced and what happiness is felt. After that, it only provides information about citizenship. The step is through sharing, adding assistance programs to carry out school assignments.

The draft of the family-based tutoring program for children with mild disabilities in the covid-19 era that has been validated can be seen in the following table :

Table 1. FAMILY-BASED TUTORING PROGRAM FOR MENTAL RETARDATION CHILDREN WITH MILD DISABILITIES IN THE COVID19 ERA

Aspect	Objective aspects of Service	Activities	Steps	Learning media	frequency	Interval of each session
Reception family reception session	Obtaining preliminary data related with the initial condition of the child and family	tracing what the family feels as the impact of the condition of the child who is mentally retarded. It can be traced related to what difficulties are faced and what happiness is felt.	Sharing experiences	-	every meeting twice	60 Minutes
Health	provide an understanding of the importance of maintaining the health of mentally retarded children, especially maintaining children's health in order to prevent the spread of the covid-19 virus	Parents introduce and train new habits towards children	example : covering the mouth and nose with a mask when on the move.	Mouth Mask	every day	Tentative
social tentative	Provide understanding to the family to introduce the subject to the social environment around the House	Family members invite the subject to go out of the house at least once a day	parents and siblings invite children to play in front of the house and do socialize with neighbors		every day	Tentative
physical tentative	Develop the child's potential as optimally as possible	Fill your free time by studying new skills, for example, playing ball.	Playing ball with your child's closest relatives	Ball	tentative ball	30 minutes
Activity Daily Living (ADL)	train children to be able to eat and drink independently	Parents teach children to eat using a spoon independently	mothers introduce all equipment to eat to children	Tools eat and drinking	Every Day	15 minutes eating
family Gan family companion in	to create The environment an accessible environment	parents should prepare a space to learn, interact, play and	Mothers pay an Place attention to which		every day	tentative

working on N tasks- the task of the school	for learning	more.	places yang can used children can use to studyat home			
Bimbingan Learning writing tutoring for Mentally Retarded Children with mild	disabilities mothers act as facilitators and accompany children to play at home byproviding various aktivitas bermain literacy play activities for children toplay for children to play	train childr en to learn to write begin ning.	Mothers write a letterin a notebook and then and then name and pronounce the sound/soundof the letter tersebut to the child.	Spidol Buku Whiteboard writing book markers tulis	every day	30 minutes
Coaching learning reading tutoring for children Mentally Retarded Children with mild visual impairment		train children to learn to read withthe sound method	Based on this sound approach, the mother uses the sound method or sound method, that is, the child pronounces the letters according to their sound	Children's magazine begam bar, story books, poetry songs	every day	15 minutes
Coaching learning numeracy tutoring for Mentally Retarded Childrenlightly		Training children to learn to count by matchin g	A mathematical concept used to draw things that have something in common (for example, the similarity of shape and color).	Tools or things you have at home	every day	15 minutes

Discussion

Based on the results of observation instruments, interviews, and documentation studies that have been carried out by researchers, in order to develop a family-based tutoring program for children with mild disabilities in the covid-19 era, it is known that schools do not yet have administrative tutoring

programs, so teachers tend not to know information about children's learning needs during the covid-19 pandemic.

In addition, researchers also conducted observations and interviews with parents to obtain initial data or initial conditions of students and families. The results obtained in the form of identity of students and families studied. After obtaining the

initial data, the researchers conducted further searches using research instruments that the researchers had made. This search was carried out to dig up data on family conditions and children's conditions in more depth and comprehensively.

Search of data related to the condition of the child's development related to problems of physical development, language (speech and communication), cognitive, motor or with regard to behavioral problems that arise. In addition, the data search of the family aims to find out about the main causes of the problem and the occurrence of conflicts in the family that resulted in the non-occurrence or less intensive pattern of family care so that the neglect of handling the development of children. Data collection related to the general condition of schools, family and child conditions are all important data in order to develop a family-based tutoring program for children with mild disabilities in the covid-19 era at SLB BC YPNI Pameungpeuk Bandung Regency. This family-based tutoring Program is created to help parents and learners who experience problems in personal, social, learning and career aspects in addition so that parents have confidence in themselves and competence in intervening children, so that directly or indirectly, have an impact on the functioning of the family, and optimal child development. The form of a family-based tutoring program for children with mild

This family-based tutoring Program is created to help parents and learners who experience problems in personal, social, learning and career aspects in addition so that parents have confidence in themselves and competence in intervening in children so that it directly or indirectly has an impact on the functioning of the family, and optimal child development.

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disabilities in the covid-19 era is Made Simple which is compiled and analyzed based on the data that researchers get from families and children. Based on the validation results by 5 (five) competent experts in their fields, the family-based tutoring program for children with mild disabilities in the covid-19 era as a whole that has been designed can be used properly. The family-based tutoring Program for children with mild mental retardation in the covid-19 era consists of a rationale, vision and mission of the Program, a description of the needs of learners, goals and covers 9 (nine) aspects, namely, aspects of family acceptance, health aspects, social aspects, physical aspects, aspects of daily living activities (ADL), aspects of Family Assistance in doing school assignments, aspects of writing tutoring. Aspects of learning to read and aspects of learning to count guidance for children with mild mental retardation. In addition, it also contains the purpose of the family-based tutoring program services for children with mild disabilities, family-based tutoring program activities for children with mild disabilities in the covid-19 era, steps for family-based tutoring program activities for children with mild disabilities in the covid-19 era, the media used, the frequency and interval of each session.

Conclusion

The family-based tutoring Program for children with mild disabilities in the covid-19 era at SLB BC YPNI Pameungpeuk Bandung regency was prepared based on field data related to factual conditions in the field regarding children, families, and schools in learning services in the covid-19 era at SLB BC YPNI Pameungpeuk Bandung Regency.

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