Information & Communication Technology in Building Children Character During the Covid-19 Pandemic

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Abstrak

This study aims to describe how to instill character in children through the use of information technology during *learning from home* (LFH). Not a few parents feel uncomfortable with this activity. This is because parents have to work, care for children and accompany children to study at home. Seeing the current phenomenon, parents and PAUD teachers are required to be able to manage the existing situation. Including how to use and utilize Information & Communication Technology (ICT) to shape children's character during learning activities during the Covid-19 pandemic. Shaping children's character from an early age is very necessary through habituation of disciplinary values that allows children to develop themselves into someone with noble character, praiseworthy so that they can lead to good behavior. Disciplined personal habits are the context in forming noble characters, namely whole humans who are skilled at speaking, use good symbols and signs, are able to be creative and creative and appreciate positive things in using increasingly advanced information and communication technology today.

Keywords: *content; formatting; article.*

Abstract

Penelitian ini bertujuan untuk mendeskripsikan cara menanamkan karakter pada anak melalui penggunaan teknologi informasi selama LFH. Tidak sedikit orang tua yang merasa tidak nyaman dengan kegiatan ini. Hal ini dikarenakan orang tua harus bekerja, mengasuh anak dan mendampingi anak belajar di rumah. Melihat fenomena saat ini, orang tua dan guru PAUD dituntut untuk mampu mengelola situasi yang ada. Termasuk bagaimana menggunakan dan memanfaatkan TIK untuk membentuk karakter anak selama kegiatan belajar di masa pandemi Covid-19. Membentuk karakter anak sejak dini sangat diperlukan melalui pembiasaan nilai disiplin yang memungkinkan anak dapat mengembangkan dirinya menjadi seseorang yang berkarakter luhur, terpuji sehingga dapat membawa anak pada perilaku yang baik. Kebiasaan pribadi yang disiplin adalah konteks dalam membentuk karakter yang mulia yaitu manusia seutuhnya yang terampil berbicara, menggunakan simbol dan isyarat yang baik, mampu berkreasi dan kreatif serta menghargai hal-hal positif dalam menggunakan teknologi informasi dan komunikasi yang semakin maju saat ini.

Kata Kunci: *isi; format; artikel.*

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INTRODUCTION

Republic of Indonesia's Presidential Decree No. 11 of 2020 concerning Establishment of Corona Virus Disease 2019 (Covid-19) Public Health Emergency stipulates that Corona Virus Disease 2019 (Covid-19) as a type of disease that causes a Public Health Emergency so this decision is also followed by Edaran Tentang Pencegahan Wabah COVID-19 Di Lingkungan Satuan Pendidikan Seluruh Indonesia (2020) in the second part which contains the implementation of teaching and learning processes including "learning from home" (LFH) through online/distance learning carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation, and "learning from home" can be focused on life skills education.

This is also what must be done by all levels of education from Early Childhood Education (PAUD) to tertiary institutions, because the Covid-19 pandemic is experienced by all of Indonesia and even almost the entire world experiences it. In Permendikbud No 137 Year 2014 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness in entering further education.

One of the things that can be utilized by the world of education, especially teachers in carrying out the process of distance learning is by utilizing Information & Communication Technology (ICT) in Early Childhood Education (PAUD) learning in accordance with the optimal level of child development. Utilization of ICT is expected to be one of the alternatives in distance learning during this pandemic by continuing to prioritize the principles of early childhood learning by paying attention to its characteristics and development, especially the most important in shaping the character of children from an early age has been instilled starting from the habituation that can be done from home.

Character education according to Thomas Lickona is education to shape one's personality through character education, the results of which can be seen in people's actual actions, namely good behavior, honesty, responsibility, respecting the rights of others, hard work, and so on (Dalmeri, 2014: 271). The definition of character education was further advanced by Elkind and Sweet, *"Character education is the deliberate image to help people understand, care about, and act upon core ethical values. When we think of the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within."* So it can be concluded that character education is everything that teachers do, which is able to influence the character of students. The teacher helps shape the character of students. This includes exemplify how the teacher behaves, the way the teacher talks or delivers material, how the teacher tolerates (Indrastoeti, 2016: 285).

Character education is a system that instills character values in students, which contain components of knowledge, individual awareness, determination, and the willingness and action to carry out values, both towards God Almighty, oneself, fellow humans, the environment, and nation. The task of educators at all levels of education is not limited to the fulfillment of children's brains with various sciences. Educators should teach comprehensive education that includes several aspects of creed and moral order. Therefore, educators must be able to make the words and behavior of their students in class become good which in the end will be embedded in good character education later on. Quality character needs to be shaped and nurtured from an early age. Early childhood is a critical period for the formation of one's character. Many experts say that failure to instill character in someone from an early age, will form a problematic personality in his adult life later. In addition, instilling morals in children is a strategic endeavor.

Utilization of ICT is a means to optimally increase stimulation of child development. Therefore, through the use of ICT, it is expected that early childhood can understand and understand the use of technology in an appropriate manner to be able to assist in learning from home by operating the use of audio-visual media, media players, computers, and the internet. It is assumed to be an alternative in a fun and enjoyable learning process for early childhood with the guidance of parents and guidance from the teacher.

Based on the description above, Early Childhood Education (PAUD) as an Educational Institution is certainly affected as well due to the existence of Covid-19 so that in this article it seeks to make the most use of the role of ICT to support the implementation of learning at home as a form of participation in overcoming the spread of Covid-19. In writing this article will discuss how the use of information & communication technology for the formation of early childhood character in learning from home during the Covid-19 pandemic. With the aim to describe the use of Information and Communication Technology for the formation of early childhood character in learning from home during the Covid-19 pandemic.

According to Sistem Pendidikan Nasional (2003) is children who are vulnerable at the age of 0-6 years and 0-8 years according to child education experts. According to Mansur (2005: 88) early childhood is a group of children who are in a process of growth and development that is unique. Children have special patterns of growth and development according to their level of growth and development.

At this time is a golden age or golden age, because children experience very rapid growth and development and cannot be replaced in the future. According to various studies in the field of neurology it is proven that 50% of children's intelligence is formed within the first 4 years. After an 8 year old child his brain development reaches 80% and at the age of 18 reaches 100% (Suyanto, 2005: 6).

In the Sistem Pendidikan Nasional (2003) distance education is education where students are separated from educators and their learning uses various learning resources through communication technology, information and other media. From the description above, the authors conclude that early childhood is a child in the age range of 0-6 years who are experiencing rapid growth and development, so that proper stimulation is needed in order to grow and develop optimally. Provision of such stimulation must be provided through the family environment, Early Childhood Education (PAUD) non-formal channels such as day care centers (TPA) or play groups (KB) and Early Childhood Education (PAUD) formal channels such as TK and RA. During the covid-19 pandemic distance learning was needed by using various learning resources through communication, information and other supporting media.

Based on the functions and objectives of national education, it is clear that education at every level must be carried out systematically in order to achieve these goals. This is related to the formation of students' character so that they are able to compete, be ethical, moral, polite and interact with the community. It turns out that one's success is not determined solely by knowledge and technical ability (hard skills), but rather by the ability to manage themselves and others (soft skills). This research revealed, success is only determined about 20 percent by hard skills and the remaining 80 percent by soft skills. Even the most successful people in the world can succeed because they are supported more by soft skills than hard skills. This suggests that the quality of character education of students is very important to be improved.

METHODS

This research uses the literature study method regarding knowledge, ideas, or findings contained in the literature. This can provide theoretical and scientific information related to how to use and utilize ICT to shape children's character during learning activities during the Covid-19 pandemic. Data were collected and analyzed in the form of a literature study. The data analysis technique was carried out in several stages.

The first step is to collect literature on ICT, character building, and learning at home in the Covid-19 Pandemic. The data were obtained through a search on Google Scholar using the keyword "Information & Communication Technology for early childhood" which obtained 16,300 articles. Then using the keyword "character building in early childhood" which was obtained 18,600 articles. The second step is to reduce existing data because not all articles discuss in-depth the use of ICT in shaping children's character during learning activities during the COvid-19 Pandemic, which will only use 20 articles. In the third step, the writer identifies the use of ICT in building children's character while studying at home. After seeing the relationship between ICT and its role in building children's character. Finally, the final step is for the authors to conclude that children's character can be stimulated by the use of ICT.

Diagram 1. Diagram for article selection

RESULTS AND DISCUSSIONS

Character Concept

Education that is needed now is education that can integrate character education with education that can optimize the development of all dimensions of children (cognitive, physical, social-emotional, creativity, and spiritual). Education with this educational model is oriented to the formation of children as whole human beings. The quality of students becomes superior not only in cognitive aspects, but also in character. Children who excel in character will be able to face all the problems and challenges in their lives. If we want to realize this character in our daily lives, it has made it an obligation for us to form successful educators in education and teaching.

The low morality of this nation is a reflection of the behavior of individuals who have no character, so that it has a negative impact on the management of the country, corporation, legal system, which will ultimately reduce the nation's competitiveness in the eyes of the international community, and so on making Indonesia suffer socially, economically, and culturally. Kindergarten as a formal educational institution is considered to be a place or educational institution that is able to provide the provision of character values of a general nature for the development of all aspects of the personality of students as a whole and integrated, and as an educational institution that is able to provide knowledge, values and general skills required by every Indonesian citizen. Zahroh & Na'imah (2020: 2) argue that community culture is the environment around children that is very influential on children's

development. With the influence of good culture, the values that are embedded in children are good.

One of the efforts to shape the character of the nation's children is to habituate the value of discipline in early childhood carried out by parents in the family, as well as by teachers in schools (kindergartens). The form of discipline in early childhood must be implemented voluntarily through learning activities (Aulina, 2013: 36). The school environment and family environment have a maximum role in dealing with moral values including disciplinary values, as illustrated in the character concept below;

Picture 1. Character Concept: identity interacts with the environment to form character, while the character will influence behavior

The role is motivated by several things: 1) the scope of education itself is not limited to knowledge but also includes certain attitudes, values, and patterns of behavior, 2) moral education challenges that are increasingly severe due to globalization of information by the information media which tends to be controlled by developed countries that have different moral standards, 3) the development of attitudes that tend to be permissive as a result of the increasingly severe challenges of life, and 4) the demands of modern life that tend to make formal educational institutions as the spearhead of the development of student discipline values.

Corona Virus

Corona virus is a group of viruses that can cause disease in animals or humans. Several types of corona virus (Sipahi, 2020: 1) are known to cause respiratory infections in humans ranging from coughing, colds, to more serious ones such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of corona virus has been found to cause Covid-19 disease.

Covid-19 is a newly discovered corona virus infectious disease. This is a new virus and a disease not previously known before the outbreak in Wuhan, China in December 2019. The most common symptoms of COVID-19 are fever, fatigue, and dry cough. Some patients may experience pain and ache, nasal congestion, runny nose, sore throat or diarrhea (Amalia et al., 2020: 72). Symptoms experienced are usually mild and appear gradually. Some infected people do not show any symptoms and still feel healthy. Most (around 80%) infected people recover without the need for special treatment. About 1 in 6 people who are infected with Covid-19 suffer from severe pain and difficulty breathing. Elderly people and people with pre-existing medical conditions such as high blood pressure, heart problems or diabetes, are more likely to experience more serious illness. Patients experiencing fever, cough and difficulty breathing should seek medical attention.

People can get Covid-19 from other people who have contracted this virus. Covid-19 can spread from person to person through sparks from the nose or mouth that come out when a person infected with Covid-19 coughs or exhales. These sparks then fall on nearby objects and surfaces. People who touch the object or surface and then touch their eyes, nose or mouth, can be infected with Covid D-19. Covid-19 transmission can also occur if people inhale a spark that comes out of a cough or the breath of a person infected with Covid -19. Therefore, it is important for us to keep more than 1 meter from people who are sick. WHO continues to review the development of research on how to spread Covid-19 and will present the latest findings.

According to Athena et al. (2020: 2) research, the virus that causes Covid-19 is generally transmitted through contact with sparks from the respiratory tract, not through the air. The main way the spread of this disease is through the splash of the respiratory tract produced when coughing. The risk of Covid-19 transmission from people with no symptoms is very low. However, many people who contract Covid-19 only experience mild symptoms, especially in the early stages. Because of this, Covid-19 can be transmitted from people, for example, just a mild cough but feeling healthy.

WHO continues to review the development of research on how to spread Covid-19 and will present the latest findings. The risk of Covid-19 transmission from the feces of people infected with Covid-19 is small. Preliminary research does indicate that in certain cases this virus can be in the feces, but in the context of this outbreak, this route of transmission is not a concern. WHO continues to review the development of research on how to spread Covid-19 and will present the latest findings. However, because the risk remains (albeit small), this reinforces the reasons why we should be diligent in washing our hands after using the bathroom and before eating.

Prevention of the spread and transmission of Covid-19 can be done by: 1) Frequently washing hands with clean running water and soap, or alcohol-based antiseptic liquids, because washing hands with running water and soap, or alcohol-based antiseptic liquids can kill virus in our hands (Rahmawati et al., 2020: 223); 2) Keep a distance of at least 1 meter from the person who is coughing or sneezing, because when coughing or sneezing, people make a splash from their nose or mouth and this spark can carry the virus. If it is too close, it can breathe this spark and also the Covid-19 virus if the coughing person is infected with this disease (Putri, 2020: 707); 3) Avoid touching the eyes, nose and mouth, because the hands touch various surfaces of objects and this disease virus can be stuck on the hands (Listina et al., 2020: 4). Contaminated hands can carry the virus to the eyes, nose or mouth, which can be the entry point for the virus to the body; 4) Make sure you and those around you follow the ethics of coughing and sneezing by covering your mouth and nose with folded elbows or tissue when coughing or sneezing and immediately removing the used tissue (Prayitno et al., 2020: 505). Because spark can spread the virus. By following the ethics of coughing and sneezing, we protect the people around us from viruses such as cold cough, flu and Covid-19; 5) Stay home if you feel unwell. If you have a fever, cough and difficulty breathing, seek medical help immediately and keep us informed of your condition first. Follow the directions of the local

Health Service. Because the Ministry of Health and the local Health Service will have the latest information about the situation in the region. By notifying our condition in advance, health workers who will care for us can immediately direct them to the right health care facility (Telaumbanua, 2020). This step also protects us and helps prevent the spread of viruses and other infections; 6) Stay abreast of the latest information on Covid-19 hotspots (cities or regions where Covid -19 is widespread). If possible, avoid traveling to crowded places, especially for people who are elderly or have diabetes, heart or lung disease and children who are very vulnerable to contracting Covid -19.

Countries need to make difficult decisions to balance demands to respond directly to Covid-19, while simultaneously engaging in strategic planning and coordinated action to maintain the delivery of essential health services, reducing the risk of system collapse. From the description above it can be concluded that Covid-19 is a newly discovered corona virus infectious disease. And it is a new virus and a disease that had not been known before the outbreak in Wuhan, China in December 2019 and is now spreading throughout the world. Everyone must participate in preventing the spread of Covid -19 by conducting Clean and Healthy Life Behavior and doing "social distancing" and "physical distancing" and staying at home only if there is no urgent interest including PAUD learning from home.

Information and Communication Technology

Information and communication technology or ICT is more popularly known as ICT. While ICT stands for Information and Communication Technologies. In the case of its use this ICT uses a combination of hardware (hardware) and software (software). This ICT has become one of the new developments in the world of education which is now starting to be felt in every line of life. Related to this, Lucas (Munir, 2010: 8) argues that information technology is all forms of technology applied to process and send information in electronic, micro computer, mainframe computers, barcode readers, transaction processing software, worksheet devices and communication and network equipment are examples of information technology. This provides information directly with the main assistance in the form of computers and other technological tools. Therefore, in processing information, technology requires equipment and media that support the creation of communication through services that facilitate direct transactions.

The most important thing in the use of information and communication technology is the availability of components that support each other, including software, hardware, processes, and systems with the main goal of delivering messages easily and can be received quickly. The use of information and communication technology is part of learning media that can be utilized in learning applications. This can make it easier for teachers to manage and deliver messages to students. Related to the above, according to Sadiman (1993: 189-190) there are two patterns in utilizing media, namely: 1) the use of media in classroom situations, where its utilization is integrated in the learning process in class situations to achieve certain learning goals; 2) the use of media outside the classroom situation, this utilization is divided into two main groups namely free use and controlled use. The use of this media can make it easier for teachers to conduct learning activities directly both indoors and outdoors.

This can be optimized by considering the characteristics of child development. Furthermore, according to Bates (1995: 21) the selection of computer technology-based media includes access, costs, pedagogical considerations, interactivity and ease of use, organizational considerations, novelty and speed. The following are some types of ICTs that can be utilized in PAUD learning (Pajar et al., 2018; Rohman & Susilo, 2019), including: Audio and Video Player, Computers, Internet. Today's learning is directed more towards modernization activities with the help of sophisticated technology in the hope that it can help young children explore potential, interests and talents in an interactive, productive, effective, inspiring, constructive, and fun way. In addition, early childhood is also expected to have a simple life skill from the application of the technology. Indeed, learning using technology provides

opportunities and opportunities for teachers to be able to improve and develop their competencies, especially pedagogic and professional competencies.

From the description above utilizing technology in learning is assumed and expected to be a solution in overcoming distance learning problems caused by the Covid-19 pandemic. Less optimal role of teachers in utilizing the use of technology in education, especially early childhood education. One of the things that can be utilized by the world of education, especially teachers in implementing the distance learning process, is by utilizing information and communication technology (ICT) in PAUD learning in accordance with the optimal level of child development. Utilization of ICT is expected to be one alternative in answering the challenges of PAUD learning during the Covid-19 pandemic by continuing to prioritize the principles of early childhood learning by paying attention to its characteristics and development.

Optimizing the use of ICT is a means to optimally stimulate child development. Therefore, through the use of ICTs, it is expected that early childhood can understand and understand the use of technology appropriately to be able to assist in learning at school and at home. Utilization of this ICT by operating the use of audio-visual media, media players, computers, and the internet. It is assumed to be an alternative in a fun and joyful learning process for young children with guidance and guidance from the teacher and accompanied by parents when at home.

Early Childhood Learning

Learning is a process of interaction between students and learning resources. This interaction becomes a part in obtaining information systematically and regularly. Another thing is also related that learning can produce behavior changes as expected based on the desired goals. Related to this, Surya (2004: 7) explained that learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the experience.

Meanwhile, according to Law number 20 of 2003 Article 1 paragraph 20 concerning the national education system states that learning is a process of interaction of students with educators and learning resources in a learning environment. Through this interaction process, it is expected to be able to explore their knowledge freely with an adequate learning environment. The process of interaction between students and educators in the learning environment is a process that cannot be ignored in the context of learning management. Related to this, (Sagala, 2010: 61) describes learning as a process in which a person's environment is intentionally managed to allow children to participate in certain behaviors in special conditions or produce responses to certain situations. This shows that learning directs the process towards behavior change in a positive direction. In addition, learning can be managed regularly, systematically, and prioritizes all aspects of education, therefore, in this process can provide stimulation by involving pedagogical elements so that learning objectives can be achieved by the learner.

In addition, Saud et al. (2010: 124) explained that learning is a series of activities designed to enable the learning process of children. In this case, learning leads to a harmonious interaction between educators and students. The learning environment is also important in the learning process. Therefore, this activity can provide benefits in the process of communication and interaction of learners. Thus, learning is directed at processes that need each other in obtaining knowledge comprehensively. Through this learning, children can carry out activities in accordance with the potential to be achieved effectively and on target. Then this learning becomes important so that it can awaken children to be able to know more about the knowledge they want.

On the other hand, Sudjana (Mariyana et al., 2013: 6) states that learning is the preparation of a condition for learning to occur. This gives an understanding that learning should be designed to create learning that involves all elements or components of learning.

These elements work together to be able to foster an atmosphere of learning conducive and productive. Related to this, Nadzir (2013: 341) outlines that learning is a system instructional which refers to a set of components that are interdependent with each other to achieve goals. Furthermore, said that learning includes a component, including objectives, materials, students, teachers, methods, situations, and evaluations. Learning in early childhood emphasizes the principles of development in accordance with its characteristics. It is intended that in early childhood learning uses integrated learning. Therefore, integrated learning becomes a characteristic inherent in the learning process held in early childhood. In line with that, Asmawati (2017: 152) dan (Murfiah, 2017: 58) explained that integrated learning is learning that starts from a particular discussion or theme that is associated with other themes, where certain concepts are linked to other concepts, which are carried out spontaneously or planned, both in one field or more and with a variety of learning experiences for learning become more meaningful. This has the understanding that integrated learning links certain components in the process of integrating skills and abilities. Meanwhile, Prabowo (2000: 3) says that integrated learning as a process that has several characteristics, namely: 1) student centered, 2) the learning process prioritizes the provision of direct experience, and 3) the separation of fields of study is not clearly visible. Integrated learning is one model of curriculum implementation that is recommended to be applied at all levels of education. Furthermore, Trianto (2010: 6) argues that the implementation of integrated learning depends on material tendencies material that has the potential to be integrated in one particular theme. From some of the characteristics of integrated learning above, it shows that the integrated learning model is in line with several modern streams that are included in the flow of progressivism education. The flow of progressivism education views education which prioritizes the implementation of education in schools centered on children (student centered), as a reaction to the implementation of education that is still centered on teachers and on teaching materials. The main purpose of schools is to increase practical intelligence, and to make children more effective in solving various problems presented in the context of experience (experience) in general.

Character Building in PAUD

The process of habituation in education is important, especially for young children. Children are not aware of what is called good and not good in a moral sense. Children's memories are not strong, their attention is quick and it is easy to turn to the latest things and likes. In this condition the child needs to be familiarized with certain behaviors, skills, abilities and thought patterns. According to Hendriana & Jacobus (2016: 26), education with the habituation process is a very effective way in shaping faith and noble morals.

The process of habituation is actually about repetition. This means that what is familiarized is something done repeatedly and eventually becomes a habit. Habituation must be applied in the daily lives of students, so that what is familiarized especially with regard to good morals will be a perfect personality. For example, if a teacher enters the class always says hello. If students enter class do not say hello, then the teacher reminds that when entering class or any room should say hello.

Habits are formed because of something that is accustomed to, so that habits can be interpreted as actions or skills continuously, consistently for a long time, so that actions and skills can really be known and eventually become a habit that is difficult to leave. Habits can also be interpreted as actions that run smoothly and as if walking by themselves. This action was originally due to the mind doing consideration and planning, so that later it will cause actions which if these actions are repeated it will become a habit.

Accustoming the value of discipline in school, can be seen in terms of treatment there are three kinds, namely: interaction between individuals, between individuals and groups, and between groups; while from the way it happened, there was direct physical interaction, and indirectly through the media and symbols. The learning process in school (class) is directly

or indirectly an activity of interaction between individuals, between individuals, and between groups. So that through this learning process will be obtained or formed thought patterns. Stages of Character Building For Early Childhood: 1) Planting Phase: Concrete examples of good and bad are introduced. Explain to children positive and negative consequences, which are corrected in a good way; 2) Growth Stage: The results of "planting" are always reminded, guided, monitored. Children should not be reproached / insulted so that they grow well in their hearts; 3) Development Phase: Through concrete activities, give confidence through role plays, simulations, and others. By acting out, children easily internalize according to their potential; 4) Consolidation Stage: Given the opportunity to actualize themselves in the form of real activities. Children are encouraged to active participation, take responsibility in their attitudes, actions and speech

Implementation of this discipline values habituation must be done briefly, clearly, detailed and simple, easily understood by children, should not be long-winded, difficult and need complicated thinking, but must be practical (Ihsani et al., 2018: 51). As stated by Savage (1991: 361), that discipline can be realized through regulations that: 1) detailed and separate as possible; 2) quite short and simple; 3) clear as far as possible in terms of sanctions, and 4) widely known by all students.

The use of information and communication technology is part of learning media that can be utilized in learning applications. This can make it easier for teachers to manage and deliver messages to students. Related to the above, according to Sadiman (1993: 189-190) there are two patterns in utilizing media, namely: 1) the use of media in classroom situations, where its utilization is integrated in the learning process in class situations to achieve certain learning goals; 2) the use of media outside the classroom situation, this utilization is divided into two main groups namely free use and controlled use. The use of this media can make it easier for teachers to conduct learning activities directly both indoors and outdoors. This can be optimized by considering the characteristics of child development. Furthermore, according to Bates (Hardiyana et al., 2016: 5) the selection of computer technology-based media include access, costs, pedagogical considerations, interactivity and ease of use, organizational considerations, novelty and speed. The following are some types of ICTs that can be utilized in PAUD learning, including: 1). Audio and Video Player. Audio media is related to hearing. Because this involves communication through direct hearing. While the visual video media related to the involvement of the sense of sight. The internet can be optimized quickly, comfortably, safely for its users. The use of the internet can make it easier for teachers to find and search for information related to learning material taught to students.

Play is the essence of early childhood learning. Because through play, early childhood can explore with pleasure, joy, cheerful, and fun. Therefore, playing becomes a vehicle to be able to explore their interests and talents in fun ways. Referring to the opinion of Karl Buhler (Hardiyana, 2016: 6) argues that the notion of play is an activity that gives rise to pleasure, and that pleasure becomes a stimulus for other behaviors, namely when the child is able to talk and fantasize. Meanwhile, Freud (Priyanto, 2014) argues that by playing children are sure to be able to shed all feelings, even be able to manage, control, think, and plan. Furthermore, this opinion is reinforced by Piaget's opinion which states that play shows 2 children's realities, namely: 1) adaptation to what the child already knows, and 2) the child's response in new things. According to Mayke S & Saputra (2001: 20) explains that through playing children feel various emotional experiences, happy, sad, passionate, disappointed, proud, angry.

Through play also understands the rules of any social procedure. Furthermore Piaget (Kurnia, 2012: 79) explains that playing is an activity that is repetitive and causes pleasure / satisfaction for someone. Another opinion was expressed by Priyanto (2014: 45) which explains that play activities contain elements of: 1) fun and encouraging for children to enjoy these play activities, looking cheerful and happy, 2) encouragement to play arises from children not coercion of others, 3) children do because they are spontaneous and voluntary, children do not feel obliged, 4) all children participate together according to their respective roles, 5)

children apply to pretend to be angry or pretend to cry, 6) children set their own rules of play, both rules adopted from others as well as new rules, rules of play are obeyed by all participants playing. 7) children are active; children jump or move the body, hands and not just see, 8) children are free to choose what to play and switch to other play activities, play is flexible.

Utilization of Information and Communication Technology in PAUD

Umroh (2019: 210) suggest that children grow and develop in the millennial era, namely the availability of internet facilities, cellphones, and other digital information technology so that it requires the involvement of ICT in children's learning activities. The use of ICT in learning from home is carried out by teachers in the form of using videos to deliver learning material (Kurniati et al., 2020: 252). Parents assist children in following lessons delivered by the teacher and perform or carry out games given to children. In learning while singing, apart from using video, it also uses audio that can be heard by children, of course, cannot be separated from the help of parents.

For evaluations and assessments used by teachers, according to Botutihe et al. (2021: 1542) there are reports of activities at home documented by parents in the form of photos, videos and audio sent to class social media groups, so that the results of parents' reports are able to provide an assessment of the child's development and make evaluations related with learning that has already been done. From the data obtained during the first "Work From Home" to work from home the second can be concluded that the implementation of learning from home does not reduce the enthusiasm of children and parents in the implementation of work from home. This is proven by the list of parents who send activity reports while at home to their respective teachers showing that all children are enthusiastic about participating in the activity even though it is only done at home (Kurniati et al., 2020). As for some parents who do not send activity reports at home due to busy parents working, so sometimes there are those who are late to provide reports.

Shows that all children are enthusiastic about the activity even if it is done only at home As for some parents who do not send activity reports at home due to busy parents working, so sometimes there are those who are late to provide reports. Optimizing the use of ICT greatly helps the process of teaching and learning from home, because it is strongly supported by technological advances when supported by the industrial revolution 4.0 which makes it easier for teachers and parents to use ICT even though it cannot be denied that the teacher is an irreplaceable figure by the media any.

CONCLUSIONS

Through habituation of disciplinary values in the learning process in Kindergarten using ICT, it is hoped that a good attitude will be embedded in children. This attitude must be raised by children in their behavior in schools, families, and communities. As described above, it seems that the adjustment of disciplinary values is one of the efforts made to instill values, morals, and norms so that a person can act, behave and behave in a disciplined manner, both as a person and in a social manner. The utilization of ICT is indeed very good, but it should be noted that in learning to use ICT children must be accompanied by parents so that unexpected things do not occur. Because there are many negative side factors besides the positive side that exist in the use of ICT that can endanger early childhood development and development.

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