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Media Utilization in Children's Mathematics Learning Early Childhood Math Learning from the Parent's Perspective: an Overview of Learning from Home (BDR) Conditions During the Pandemic

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ABSTRACT
The use of media in learning mathematics for early childhood is a virtue that aims to make it easier for children to understand concepts while at the same time attracting children to participate. For ECE teachers the provision and use of media in learning is a common thing, it has even become their mandatory routine. However, for parents the strategy of using media in learning mathematics for early childhood is something they do not fully understand. Especially during difficult conditions where parents are the main responsible for the success of learning carried out at home during the pandemic. This study aims to describe parents' perceptions of strategies for using media in early childhood mathematics learning when learning from home during a pandemic. This study used a quantitative approach in the nature of survey research by distributing questionnaires to 52 parents at Al-Hidayah Terentang Baru Kindergarten, Bathin District, Batanghari Regency. Obtaining data based on questionnaire answers was then analyzed descriptively quantitatively in the form of a histogram and interpretation was carried out and the percentage was measured. The results show that 88% of parents perceive that the strategy of using media in learning mathematics, especially during BDR/Learn From Home, is very important because it facilitates the process of absorbing subject matter as well as being fun for children. This process of course also requires coordination and collaboration between parents and teachers in the Education Unit. Therefore, it can be concluded that the understanding of parents, especially in Al-Hidayah Kindergarten in Terentang Baru Village, on the importance of optimizing the quality of learning through strategies for using media in learning mathematics for early childhood during the pandemic is quite good.

Keywords: *Early childhood, learning media, parents' perceptions*

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INTRODUCTION

The learning process in schools is the best public policy tool for improving knowledge and skills (Asman dkk., 2023). In addition, many students consider that school is a very fun activity, they can interact with each other. Guidance efforts are carried out by teachers at school to help physical and spiritual growth and development so that children

have readiness to enter further education (Walsh dkk., 2020). The school as a whole is a medium of interaction between students and teachers to improve their intelligence, skills and compassion.

Responding to the spread of the corona (covid-19) pandemic outbreak, the Government of Indonesia implemented a Large-Scale Social Restrictions (PSBB) policy to break the chain of transmission of the corona virus (covid-19) (B. Beribe, 2023). This PSBB policy was stipulated by the Indonesian government through Government Regulation (PP) No. 21 of 2020 concerning PSBB in the Context of Accelerating Covid-19 Handling. The PP was signed by President Joko Widodo on Tuesday, March 31, 2020 (Makniyah & Khotimah, 2023). And it has a huge impact on the current education implementation system in Indonesia. Acting Director General of Early Childhood Education, Basic Education, and Secondary Education (PAUD Dikdasmen), Hamid Muhammad asked educators to innovate learning. The Ministry of Education and Culture has issued policies during the COVID-19 pandemic. One of them is to encourage online learning, both interactive and non-interactive.

In handling the impact of Covid-19 on the world of education, all steakholders must work hand in hand. This condition cannot be separated from the government policy and its operationalization in the field (Yeltriana dkk., 2023). The role of the government is very important and fundamental. The budget allocation that has been decided by Presidential Instruction Number 4 of 2020 concerning refocussing activities, budget relocation, and procurement of goods and services in the context of accelerating the handling of Covid-19 must be implemented immediately.

Schools as educational institutions must be prepared to facilitate any changes regarding the education of their students (Lumban Gaol dkk., 2023). Behavioral education must be a strong foothold in the midst of technological developments and the accelerated flow of information (Ulum dkk., 2023). Educational programs carried out by schools must really be delivered to students, especially with distance learning media, but still the school must really pay attention to ethics as an educational institution (Mustajab dkk., 2023). The emphasis on learning at home to students must really get control so that teachers who teach through distance learning media remain smooth and smart in delivering lessons that must be understood by students.

Distance learning steps must be as effective as possible. Teachers do not burden students with tasks that are delivered in learning at home. If necessary, teachers are present in the idea of door to door students (Minarti dkk., 2023). The teacher is not only positioned as a transfer of knowledge, but still prioritizes ing ngarso sung tulada, ing madya mangun karsa, tut wuri Handayani (Nurzen dkk., 2022). And one of the most important supporters in distance learning is parents. Parents as the main educators in the household must carry out their functions. Even so, the help of teachers at school still needs to be present door to door in all students (Roshayanti dkk., 2023). This must open the horizons and responsibilities of parents that their children's education must be returned to the efforts of parents in educating the mentality, attitudes and knowledge of their children.

Based on this, it is important for parents to understand the things their children need in learning at home. Including in terms of optimizing the child's learning process, one of which is by understanding the use of appropriate learning media for children (Pamungkas & Halimah, 2023). The purpose of this study was to describe the perceptions of parents of students towards media utilization strategies in early childhood mathematics learning during the co-19 pandemic at Al-Hidayah Terentang Baru Kindergarten, Batin XXIV District, Batanghari Regency.

Perception is essentially a person's assessment process of certain objects (Jalaludin Rakhmat, 2018). Perception is a process that involves the entry of messages or information into the human brain, perception is also influenced by expectations and readiness (Fuadi & Mirsal, 2023). The perception of a person or group can be much different from the perception of another person or group even if the situation is the same. This difference in perception can be traced to individual differences, differences in personality, differences in attitudes or differences in motivation (Suryaningsih, 2021). It can be concluded that perception in this study is a process of how a person selects, organizes and interprets information inputs and experiences related to the application of media in learning mathematics and then interprets them to create an overall meaningful picture.

Early childhood education which plays a role as a basic ability for children's preparation in facing further developmental tasks must be able to provide stimuli that can develop all aspects of development that children have as a whole, including aspects of sensory and perceptual development, motor development, social and emotional development, cognitive development and language development. Mathematics is one of the subjects studied by students at the formal education level starting from the PAUD level to Higher Education (Mutalib & Dylan, 2021). This shows that math plays an important role in every level of education. Students need to learn math because it is a method of thinking logically, systematically and consistently. Mathematics is one of the means to solve problems in everyday life and a means of thinking in determining and developing science and technology.

Math learning is the process of interaction between teachers and students in learning mathematics. The foundation of mathematics learning in early childhood, namely: children can learn facts, think critically, children are able to solve problems and are meaningful to children (Setiyo Utoyo, 2017). According to Cornellius there are four reasons for learning mathematics, namely as: (1) a means of clear and logical thinking, (2) a means of solving everyday life problems, (3) a means of recognizing patterns of relationships and generalizations of experience, and (4) a means of developing creativity (Mudinillah & Rizaldi, 2021). In preschool children who are at an early age, math should be packaged with play. This is in accordance with the opinion of Racmawati and Kurniati who state that the learning that is considered most appropriate for early childhood is the play model. Because children can learn many things without being burdened.

As is well known, that in the 2013 Curriculum the mathematical skills or proficiency expected in learning mathematics include concept understanding, reasoning,

communication, and problem solving (Arsul dkk., 2021). Thus, understanding of mathematical concepts needs to receive more attention so that students will be easy to solve problems related to mathematics. Understanding of mathematical concepts is needed in dealing with problems in students' lives.

Students as subjects in learning are unique individuals with all different characteristics. It is not easy for a teacher in the learning process to instill knowledge concepts that can be immediately understood by all students. Students will find it easier to understand the concept of material if the teacher uses media in the learning process. Because at this age students are still in the concrete operation stage so that in learning students need media so that learning becomes not abstract for students. As stated by Schwartz in the theory of mathematics learning, children in learning mathematics have characteristics, among others (Gusvita & Alon, 2021): (1) Children can use their knowledge, but cannot express that knowledge, and (2) Children gain knowledge from their social context and interactions with others. The first characteristic is actually experienced by almost all levels of cognitive development of children, but the largest portion by children in pre-concrete and concrete. Children have knowledge and can apply but it is difficult to articulate (Setiyo Utoyo, 2017).

Bruner also argues the same in his learning theory that learning mathematics in PAUD must use media. Bruner describes children developing through three stages, namely (Rahmah & Martin, 2022): (1) the enactive stage, in learning students use or manipulate concrete objects directly, (2) the iconic stage, children can already manipulate by using images of the object in question, (3) the symbolic stage, is the stage of manipulating symbols directly and has nothing to do with objects (Setiyo Utoyo, 2017). According to Gagne, media are various types of components in the student's environment that can stimulate him to think. According to Brigs, media is any physical tool that can be used to channel messages and stimulate students to learn (AS Sadiman, 2020).

In addition, by using learning media students also become more active and motivated in learning. Using media in the student learning process can also improve understanding, present data interestingly and reliably, facilitate data interpretation and condense information (Afifah dkk., 2023). Learning media can also increase and direct children's attention so that it can generate learning motivation (Setiyo Utoyo, 2017), more direct interaction between students and the environment, and the possibility of students to learn individually according to their abilities and interests (Azhar Arsyad, 2009).

RESEARCH METHODOLOGY

This research uses quantitative methods with a survey approach. This research was conducted at Al-Hidayah Kindergarten, Terentang Baru Village, Batin XXIV District, Batang Hari Regency. The subjects of this study were parents of 52 students with the following educational backgrounds (Yennizar dkk., 2022): 1) 3 (three) people are elementary school graduates; 2) 6 (six) people are junior high school graduates; 3) 24 (twenty-four) people graduated from Senior High School / SMA and; 4) 19 (nineteen) people graduated from undergraduate strata 1 (Amirudin dkk., 2022). The data were

collected through the use of a questionnaire built on the dimensions that make up the conceptual study of perception. Then the data is analyzed descriptively quantitatively in the form of histogram presentation, then interpreted and percented based on each analysis group. The following is a lattice of parent perception assessment instruments developed by researchers based on the 3 main dimensions of perception, namely selecting, organizing and interpreting media utilization strategies in early childhood mathematics learning which can be seen in table 1:

Table 1. Lattice of Instrument Assessment of Parents' Perceptions of the Application of Media in Early Childhood Mathematics Learning

No	Perception Aspects	**Indicator**	**Item No.**	**Jlh Butir**
1	Selecting	Parents need to select math learning media that is interesting, safe and in accordance with the developmental stage and needs of children. Parents should utilize learning equipment/media available at home and the environment around the house.	1, 2	2
2	Organizing	Parents need to create an environmental footing (organize the environment at home specifically) to attract children's attention and inspire them to be fully involved in the learning process. Parents need to create rules of the game for children to know how to interact and use math manipulative learning media so that learning objectives can be achieved. It is very important for parents to set strategies in providing pre-learning footing (direction with easy and simple language) to children so that children know what they should do. Parents are very important to set strategies in providing footholds during play (guidance, direction or assistance) to children to make it easier for children to complete their developmental tasks. It is very important for parents to set strategies in providing after-play footholds (guidance, direction) to the child to make it easier for him to recall the important parts he went through in learning and completing his work.	3, 4, 5, 6, 7	5
3	Interpret	Parents need to coordinate with teachers in order to fully understand how learning activities should take place. Parents need to coordinate with the teacher to determine the learning tools/media to be used so that they are in accordance with the developmental stage and needs of the child The success of learning (especially math) is when the child has answered and completed all the questions	8, 9, 10	3

given without exception correctly.

To analyze the questionnaire data guided by Sudjana by calculating the percentage with the following formula (Sudjana 2005):

P=(∑F)/(∑N) X 100%

Description:

P = percentage

∑F = number obtained

∑N = maximum number

Based on the percentage results, the researcher will determine the criteria based on Sudjana as follows:

Table 3.
Percentage Interval Criteria

Percentage Interval	Description
89% - 100%	Very good
60% - 88%	Good
41% - 59%	Good enough
12% - 40%	Not good
0% - 11%	Not good

RESULT AND DISCUSSION

The results and discussion in this study were obtained from the results of questionnaires, observations, interviews and subsequent documentation reviewed and analyzed. Parents' perceptions of the application of media in learning mathematics at Al-Hidayah Kindergarten, in more detail the researcher will describe each component of perception as follows:

Parents' perceptions of the selection of the application of mathematics learning media that is safe and in accordance with the stage of development and the needs of children

Shown in the graph as follows:

Figure 1: Parents' perceptions of the selection of the application of interesting and safe mathematics learning media in accordance with the child's developmental stage and needs.

Based on the data shown in this histogram that: (1) 100% of the perceptions of parents with primary school education stated that yes, they select the application of mathematics learning media that is safe and interesting and in accordance with the stage of development and needs of children; (2) 67% of the perceptions of parents with junior high school education stated that yes, they select the application of mathematics learning media that is safe and interesting and in accordance with the stage of development and needs of children, while 33% of parents' perceptions stated that they do not select the application of mathematics learning media that is safe and interesting and in accordance with the stage of development and needs of children; (3) 100% of the perceptions of parents with high school education stated that yes, they select the application of mathematics learning media that is safe and interesting and in accordance with the stage of development and needs of children; (4) 94% of the perceptions of parents with undergraduate education stated that yes, they select the application of mathematics learning media that is safe and interesting and in accordance with the stage of development and needs of children, while 6% of parents' perceptions stated that they do not select the application of mathematics learning media that is safe and interesting and in accordance with the stage of development and needs of children.

Based on the graph above, parents' perceptions of selecting the application of mathematics learning media that is interesting, safe and in accordance with the stage of development and needs of children, the average percentage is 90.25%, which is very good quality. This means that parents of Al-Hidayah Terentang Baru kindergarten students have selected the application of mathematics learning media that is safe and attractive and in accordance with the child's developmental stage and needs very well. So it can be concluded that the majority of parents of AL-Hidayah Terentang Baru kindergarten students with a percentage of 90.25% stated that selecting interesting mathematics learning media that is safe and in accordance with the stage of development and needs of children is an important thing to do for parents.

Parents' Perceptions of the Utilization of Learning Equipment / Media Available at Home and the Environment Around the House

Shown in the graph as follows:

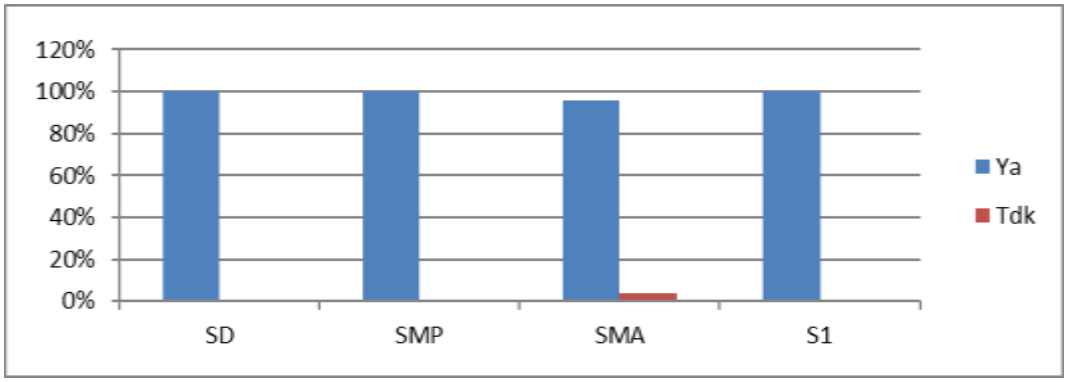

Figure 2: Parents' perceptions of the utilization of learning equipment / media available at home and the environment around the house

The description is as follows: (1) 100% of the perceptions of parents with primary school education stated that yes, using environmentally friendly learning media is utilized and used properly by parents at home and supports well the implementation of the mathematics learning process; (2) 100% of the perceptions of parents with junior high school education stated that yes, using environmentally friendly learning media is utilized and used properly by parents at home and supports well the implementation of the mathematics learning process; (3) 96% of the perceptions of parents with high school education stated that yes using environmentally friendly learning media is utilized and used well by parents at home and supports well the implementation of the mathematics learning process, while 4% of parents' perceptions stated that no using environmentally friendly learning media is utilized and used well by parents at home and supports well the implementation of the mathematics learning process; (4) 100% of the perceptions of parents with undergraduate education stated that yes using environmentally friendly learning media is utilized and used well by parents at home and supports well the implementation of the mathematics learning process. Based on the graph above, parents' perceptions of the utilization of learning equipment/media available at home and the environment around the house, the average percentage is 99% of excellent quality. This means that the use of environmentally friendly learning media is utilized and used very well by parents at home and supports well the implementation of the mathematics learning process.

So it can be concluded that it is almost close to a percentage of 100%, namely with a survey result of 99%, in this case the parents of Al-Hidayah Kindergarten students perceive that it is important to take advantage of the learning equipment/media available at home and the environment around the house to support the optimality of the child's learning process at home and consider that this is something that must be done for parents for children's learning at home. This is in accordance with the results of interviews conducted with Al-Hidayah Kindergarten teachers who said: The application of mathematics learning media carried out at home based on the learning program provided by the teacher for students at home is always inseparable from the use of media around the house, the reason is so that parents and children can maximize the learning that is carried out.

Parents' Perceptions of Environmental Footholds During Learning at Home in order to Attract Children's Attention and Inspire them to Be Fully Involved in the Learning Process

Shown in the following graph:

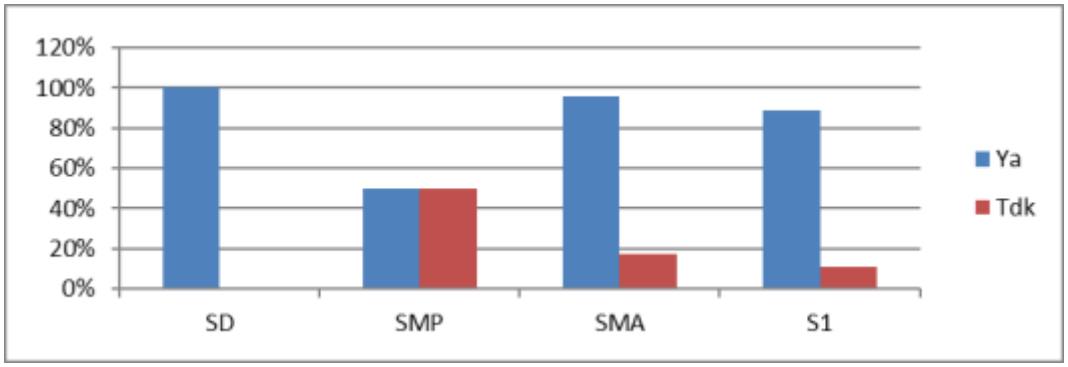

Figure 3: Parents' perceptions of environmental footing in mathematics learning at home

The descriptions are as follows: (1) 100% of the perceptions of parents with elementary school education stated that yes, they arranged well regarding the foothold of the child's learning environment; (2) 50% of the perceptions of parents with junior high school education stated that yes, they arranged well regarding the foothold of the child's learning environment, while 50% of the perceptions of parents stated that they did not arrange well regarding the foothold of the child's learning environment; (3) 96% of the perceptions of parents with a high school education stated that yes, they set a good footing for the child's learning environment, while 4% of the perceptions of parents stated that they did not set a good footing for the child's learning environment; (4) 89% of the perceptions of parents with a bachelor's degree stated that yes, they set a good footing for the child's learning environment, while 11% of the perceptions of parents stated that they did not set a good footing for the child's learning environment. Based on the graph above, parents' perceptions of making environmental footholds in learning mathematics at home, the average percentage is 84% of good quality. This means that the parents of Al-Hidayah Terentang Baru Kindergarten have organized well regarding the foothold of the child's learning environment. So it can be concluded that 84% of parents of Al-Hidayah kindergarten students stated that making environmental footing in learning math at home is something that needs to be done by parents.

Parents' Perceptions of the Rules of Play for Children to Know How to Interact and Use Math Manipulative Learning Media so that Learning Objectives can be Achieved

Shown in the following graph:

Figure 4: Parents' perceptions of the rules of the game in using learning media so that learning objectives are achieved

The descriptions are as follows, (1) 100% of the perceptions of parents with primary school education stated yes to using the rules of the game in using learning media so that learning objectives are achieved well. (2) 83% of the perceptions of parents with junior high school education said yes to using the rules of the game in using learning media so that learning objectives are well achieved, while 17% of the perceptions of parents who stated that they did not use the rules of the game in using learning media so that learning objectives are well achieved. (3) 100% of the perceptions of parents with a high school education stated that yes, they use the rules of the game in using learning media so that learning objectives are well achieved. (4) 94% of the perceptions of parents with a bachelor's degree said yes to using the rules of the game in using learning media so that learning objectives are well achieved, while 6% of parents' perceptions stated that they did not use the rules of the game in using learning media so that learning objectives are well achieved. Based on the graph above, parents' perceptions of the rules of the game in using learning media so that learning objectives are achieved, the average percentage is 94%, which is very good quality. This means that parents of Al-Hidayah Terentang Baru Kindergarten use the rules of the game in using learning media so that learning objectives are achieved very well.

So it can be concluded that the majority of parents of AL-Hidayah Terentang Baru Kindergarten students with a percentage of 94% perceive that it is important to use the rules of the game in using learning media so that learning objectives are achieved properly. This means that most parents of Al-Hidayah Terentang Baru Kindergarten have used the rules of the game in using learning media so that learning objectives are well achieved. This is in accordance with the results of interviews conducted with Al-Hidayah Kindergarten teachers who said: There are no significant obstacles in conducting distance learning, because every time they give assignments to students, parents are always informed and reminded about the use of the rules of the game in activities, both direct and indirect use of media.

Parents' Perceptions of Strategies in Providing Footholds Before Play
Shown in the following graph:

Figure 5: Parents' Perceptions of Strategies in Providing Footholds Before Play

The descriptions are as follows: (1) 100% of the perceptions of parents with elementary school education stated yes to set strategies in providing pre-learning footing to children well; (2) 83% of the perceptions of parents with junior high school education stated yes to set strategies in providing pre-learning footing to children well, while 17% of parents' perceptions stated that they did not set strategies in providing pre-learning footing to children well; (3) 100% of the perceptions of parents with high school education stated yes to set strategies in providing pre-learning footing to children well; (4) 100% of the perceptions of parents with undergraduate education stated yes to set strategies in providing pre-learning footing to children well. Based on the graph above, parents' perceptions of strategies in providing pre-kindergarten footholds, the average percentage is 96% of very good quality. This means that parents of Al-Hidayah Terentang Baru kindergarten students have set strategies in providing pre-toy footing to children very well.

So it can be concluded that 96% of parents of Al-Hidayah kindergarten students stated that the strategy of providing pre-learning footholds is an important thing for parents to do so that children are able to understand, understand and can achieve success while learning. This is in accordance with the results of an interview conducted with the principal of Al-Hidayah Kindergarten who said: When parents take on the task of learning children at school, the teachers always explain in advance starting from the opening activities to the closing and the footholds we always attach to the lesson plans that we share with parents, so parents also do learning at home the same as what is done at school, because that way it will attract children's interest in learning of course.

Parents' Perceptions of Strategies in Providing Footholds During Play

Shown in the following graph:

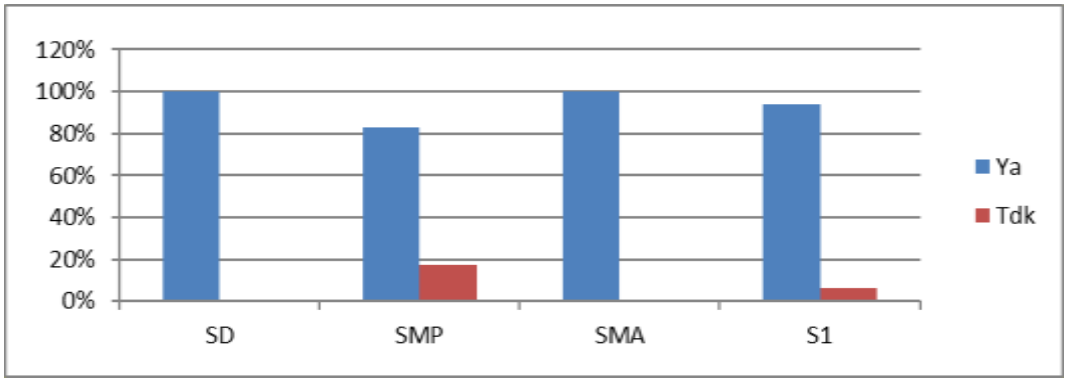

Figure 6: Parents' Perceptions of Strategies in Providing Footholds during Play

The descriptions are as follows: (1) 100% of the perceptions of parents with primary school education stated that yes, they set strategies in providing footing during play to children well; (2) 83% of the perceptions of parents with junior high school education stated that yes, they set strategies in providing footing during play to children well, while 17% of parents' perceptions stated that they did not set strategies in providing footing during play to children well; (3) 100% of the perceptions of parents with a high school education stated that yes, they set strategies in providing footing during play to children well; (4) 94% of the perceptions of parents with a bachelor's degree stated that yes, they set strategies in providing footing during play to children well, while 6% of parents' perceptions stated that they did not set strategies in providing footing during play to children well.

Based on the graph above, parents' perceptions of strategies in providing footing during play, the average percentage is 94%, which is very good quality. So it can be concluded that 94% of parents of Al-Hidayah kindergarten students have the perception that the strategy of providing footing during play is an important thing for parents to do. This can be seen from the high value of the survey results, which means that the parents of Al-Hidayah Terentang Baru kindergarten students have mostly managed the strategy of providing footing during play to their children well.

Parents' Perceptions of Strategies in Providing Footholds After Play

Shown in the following graph:

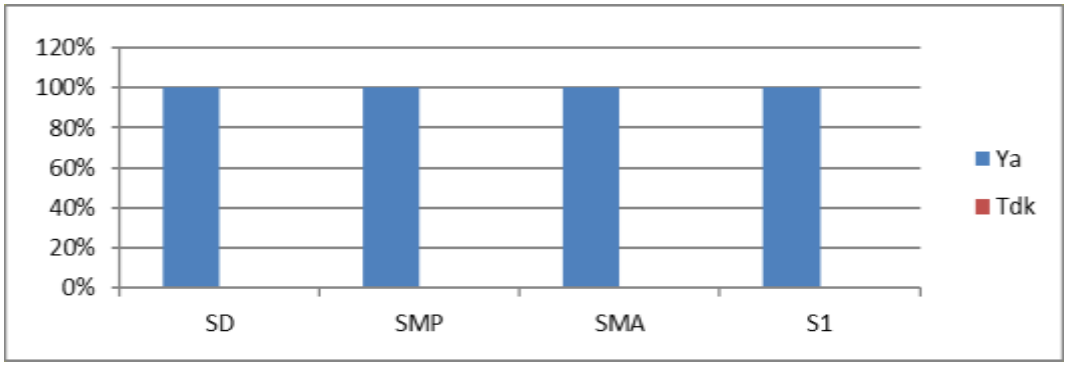

Figure 7: Parents' Perceptions of Strategies in Providing After-Play Footholds

The descriptions are as follows: (1) 100% of the perceptions of parents with elementary school education stated that yes, they set the strategy in providing footing after play to children well; (2) 100% of the perceptions of parents with junior high school education stated that yes, they set the strategy in providing footing after play to children well; (3) 100% of the perceptions of parents with high school education stated that yes, they set the strategy in providing footing after play to children well; (4) 100% of the perceptions of parents with undergraduate education stated that yes, they set the strategy in providing footing after play to children well.

Based on the table and graph above, parents' perceptions of strategies in providing footholds after play, the average percentage is 100% very good quality. So it can be concluded that all parents of Al-Hidayah Kindergarten students perceive that the strategy of providing a foothold after play is something that is very necessary. This can be seen from the percentage results which are worth 100% which means that the parents of Al-Hidayah Terentang Baru Kindergarten students as a whole have arranged strategies in providing footing after play to children well. This data is reinforced by the teacher's statement in the interview which states: Always and always what we emphasize to parents before closing the lesson is to recall the learning that was carried out that day and always accustom children to be independent in cleaning up their own play tools, because that will help children to make more meaning of the learning they do so that learning will stick to the child.

Parents' Perception of the Coordination of Understanding of Learning Activities with Teachers

Shown in the following graph:

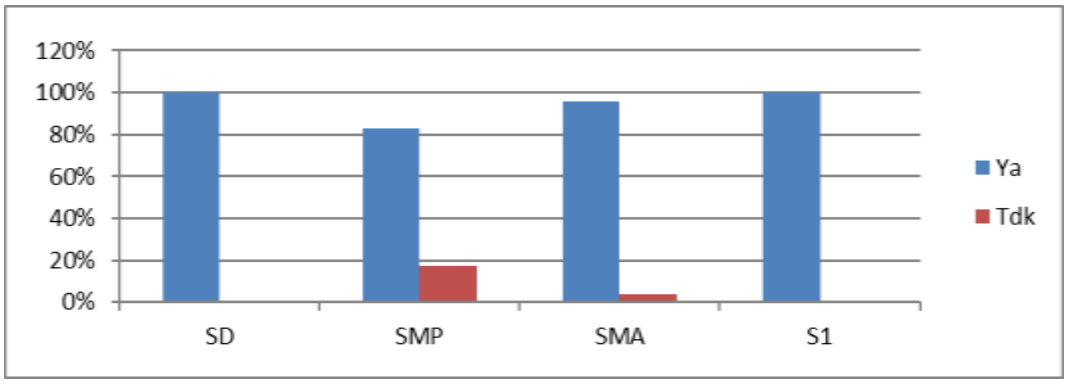

Figure 8: Parents' perceptions of coordinating understanding of learning activities with teachers

The descriptions are as follows: (1) 100% of the perceptions of parents with primary school education said yes to coordinating with teachers to understand how learning activities should take place properly; (2) 83% of the perceptions of parents with junior high school education said yes to coordinating with teachers to understand how learning activities should take place properly, while 17% of the perceptions of parents said no to coordinating with teachers to understand how learning activities should take place properly; (3) 96% of the perceptions of parents with a senior high school education said yes to coordinating with teachers to understand how learning activities should take place well, while 4% of the perceptions of parents said no to coordinating with teachers to understand how learning activities should take place well; (4) 100% of the perceptions of parents with a bachelor's degree said yes to coordinating with teachers to understand how learning activities should take place well.

Based on the graph above, parents' perceptions of coordinating understanding of learning activities with teachers, on average, the percentage is 95% of very good quality. So it can be concluded that 95% of parents of Al-Hidayah Terentang Baru kindergarten students stated that coordinating understanding of learning activities with teachers is an important thing to do. This means that parents of Al-Hidayah Terentang Baru kindergarten students have coordinated with teachers to understand how learning activities should take place properly. This data is reinforced by the principal's statement in the interview which states: Cooperation between teachers and parents is the most important in achieving the optimality of distance learning that is carried out. Therefore, teachers always strive to conduct detailed briefings with parents when providing children's learning activities, so that the perception between teachers and parents in the learning process can be the same.

Parents' Perceptions of Coordination with Teachers Regarding the Determination of Learning Tools / Media in accordance with the Child's Development Stage and Child Needs

Shown in the following graph:

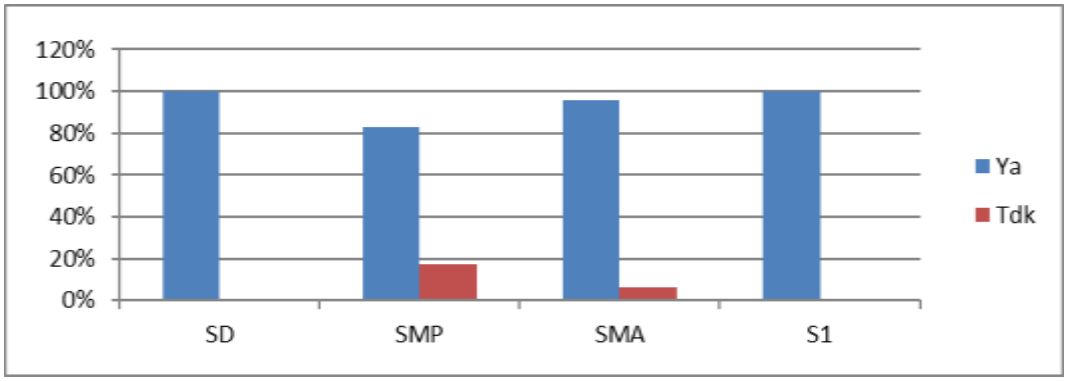

Figure 9: Parents' perceptions of coordination with teachers regarding the determination of learning tools/media in accordance with the child's developmental stage and the child's needs.

The descriptions are as follows: (1) 100% of the perceptions of parents with primary school education stated that yes, they coordinate well with teachers regarding the determination of learning tools/media in accordance with the child's stage of development and needs; (2) 83% of the perceptions of parents with junior high school education stated that yes, they coordinate well with teachers regarding the determination of learning tools/media in accordance with the child's stage of development and needs, while 17% of the perceptions of parents stated that they do not coordinate well with teachers regarding the determination of learning tools/media in accordance with the child's stage of development and needs; (3) 96% of the perceptions of parents with high school education stated that yes, they coordinate well with teachers regarding the determination of learning tools/media in accordance with the developmental stages and needs of children, while 4% of parents' perceptions stated that they do not coordinate well with teachers regarding the determination of learning tools/media in accordance with the developmental stages and needs of children; (4) 100% of the perceptions of parents with undergraduate education stated that yes, they coordinate well with teachers regarding the determination of learning tools/media in accordance with the developmental stages and needs of children.

Based on the graph above, parents' perceptions of coordination with teachers regarding the determination of learning tools/media in accordance with the stage of child development and children's needs, the average percentage is 95% of very good quality. So it can be concluded that the majority of parents of Al-Hidayah Terentang Baru kindergarten students state that coordination with teachers regarding the determination of learning tools/media in accordance with the stage of child development and children's needs is an important thing to do. In accordance with the percentage results which are worth 95%, which in this case means that the parents of Al-Hidayah Terentang Baru Kindergarten students have coordinated well with the teacher regarding the determination

of learning tools/media that are in accordance with the child's developmental stage and needs.

Parents' Perception of the Success of a Learning (Especially Mathematics) Is When the Child Completes All the Questions Correctly

Shown in the following graph:

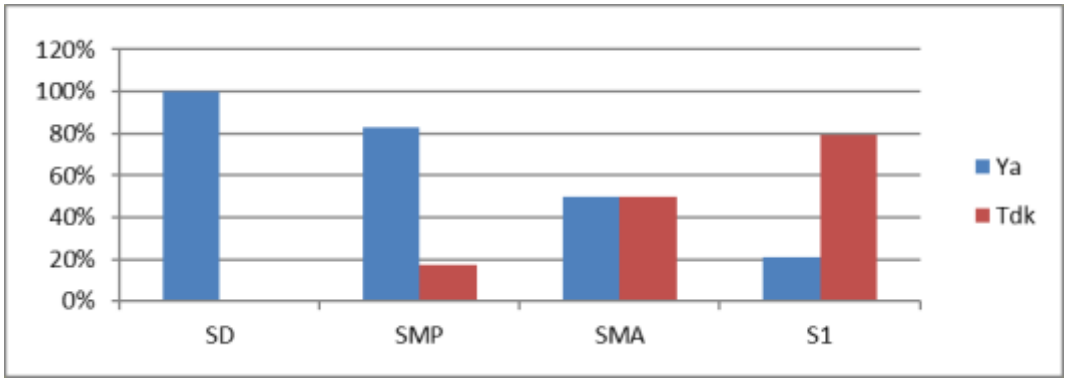

Figure 10: Parents' perception of the success of a math lesson is when the child completes all the questions correctly.

The descriptions are as follows: (1) 100% of the perceptions of parents with elementary school education stated that yes, assessing the success of children's learning, in this case specifically in mathematics learning, is when children are able to solve and complete all the problems given without exception correctly; (2) 83% of the perceptions of parents with a junior high school education stated that yes assessing children's learning success in this case specifically in learning mathematics is when the child is able to complete and complete all the problems given without exception correctly, while 17% of the perceptions of parents stated that no assessing children's learning success in this case specifically in learning mathematics is when the child is able to complete and complete all the problems given without exception correctly; (3) 50% of the perceptions of parents with high school education stated that yes, assessing children's learning success in this case specifically in mathematics learning is when the child is able to complete and complete all the problems given without exception correctly, while 50% of the perceptions of parents stated that they did not assess children's learning success in this case specifically in mathematics learning is when the child is able to complete and complete all the problems given without exception correctly; (4) 21% of the perceptions of parents with a bachelor's degree stated that assessing children's learning success in this case specifically in mathematics learning is when children are able to complete and complete all the problems given without exception correctly, while 79% of parents' perceptions stated that they did not assess children's learning success in this case specifically in mathematics learning is when children are able to complete and complete all the problems given without exception correctly.

Based on the graph above, parents' perceptions of the success of learning (especially math) is when the child completes all the problems correctly, the average percentage is 37%, the quality is not good. Parents of Al-Hidayah Terentang Baru kindergarten students

assess the success of children's learning, in this case specifically in mathematics learning, when the child is able to complete and complete all the problems given without exception correctly with a poor view. Because the child's learning achievement is assessed when the child is able to understand the learning concepts given properly, not when the child is required to complete the learning given correctly without understanding the basic concepts of the learning.

So it can be concluded that only 37% of parents of Al-Hidayah Terentang Baru students stated that the success of learning (especially math) is when the child completes all the questions correctly. This means that the majority with a percentage of 63% of parents of Al-Hidayah Terentang Baru kindergarten students assess the success of children's learning in this case specifically in mathematics learning is when the child is able to solve and complete all the problems given without exception correctly. In essence, children's learning achievement is assessed when children are able to understand the learning concepts given properly, not when children are required to complete the learning given correctly without understanding the basic concepts of learning.

For the general percentage of parents' perceptions of the application of media in learning mathematics can be seen in the following graph:

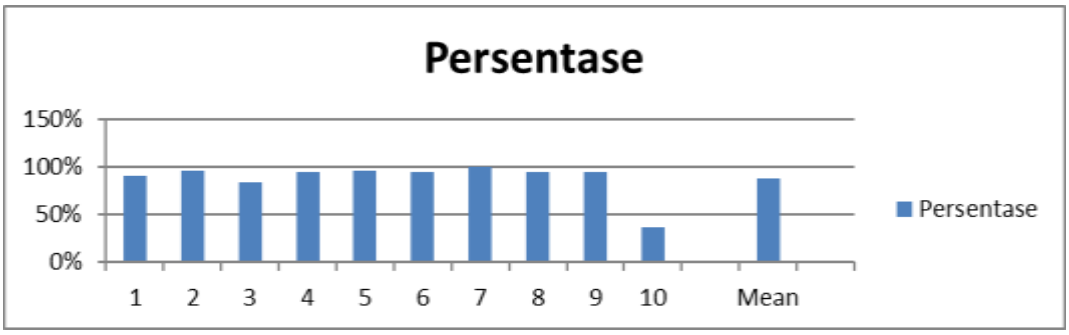

Figure 11: Percentage Analysis of Parents' Perception of the Application of Media in Mathematics Learning

CONCLUSION

Based on the results of the survey that has been conducted, it can be concluded that the perceptions of parents from various educational backgrounds towards the use of media in early childhood mathematics learning during the Covid-19 pandemic at Al-Hidayah Terentang Baru Kindergarten are: 1) The majority of parents have the perception that selecting mathematics learning media that is in accordance with the developmental stage and needs of children, by utilizing learning equipment/media available at home and the environment around the house can support the optimization of children's learning process at home; 2) The majority of parents stated that the arrangement of play tools/materials and the establishment of rules of play in learning mathematics at home are equally important; 3) The majority of parents also perceive that assistance to children in utilizing media before playing, during play and after play is very important so that children are able to understand, understand and be able to complete their learning ; 4) The majority of parents state that coordination with PAUD teachers about learning activities and determining

learning tools/media that are in accordance with the child's developmental stage and the child's needs is very useful in the successful implementation of BDR or Learning from home; 5) Interestingly, more than half of parents assess the success of children's learning, especially in math learning, when the child is able to solve and complete all the problems given without exception correctly. In general, parents' perceptions of learning media utilization strategies are categorized as good, but the final conclusion shows that more than half of the parents consider that the success of learning depends on the output produced and not on the process. Therefore, teachers through the Education Unit can increase parents' understanding of the importance of maintaining the quality of the learning process by utilizing a variety of learning media rather than expecting perfect output.

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