

## CHILDHOOD MOOD DISORDERS DURING PANDEMIC; LEARNING MANAGEMENT BASED ON SELF DISCIPLINE

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### Abstract :

*This paper describes the management of early childhood mood in the midst of the COVID-19 pandemic through qualitative research approaches and types of case studies. Covid's-19 pandemic that hit the world has changed most of human activities. This pandemic enables everyone to do their own work by staying at home, studying at home and working at home. It was requested that the government had appealed. This research aims to learn how to regulate early childhood moods so that they can be disciplined in the midst of this pandemic. There are several methods that can be used, use the exemplary method, habitation, and discuss individuals. Besides that, there are other things that can also be done, such a giving awards to children who have met the specified discipline standards, for example, providing additional play time. And give punishment the sentence consist of no award received, not with punches, screams or twists.*

### Abstrak :

*Tulisan ini memaparkan mengenai pengelolaan mood anak usia dini di tengah pandemic COVID-19 melalui pendekatan penelitian kualitatif dan jenis studi kasus. Pandemi COVID-19 yang melanda dunia telah membuat sebagian besar kegiatan manusia berubah. Pandemi ini otomatis memaksa setiap orang untuk waspada dan menjaga diri dengan berdiam diri dirumah, belajar dirumah dan bekerja dirumah. Untuk terhindar dari wabah ini, pemerintah menghimbau beberapa hal yang bisa dilakukan dirumah. Penelitian ini bertujuan untuk mengetahui pengelolaan mood anak usia dini agar disiplin dimasa pandemic. Untuk itu, orangtua dituntut agar bisa mengelola suasana hati anak usia dini agar mampu disiplin ditengah pandemi ini. Terdapat beberapa metode yang bisa digunakan, diantaranya metode keteladanan, pembiasaan, dan pendekatan individual. Di samping itu terdapat hal yang juga bisa dilakukan, ketika anak mampu menjadi disiplin memberikan penghargaan merupakan hal yang akan membuatnya senang dengan pencapaiannya dan ketika anak melanggar kedisiplinannya maka memberikan hukuman salah satu cara agar anak bisa kembali melatih disiplinnya, hukuman yang diberikan bukan pukulan, bentakan atau jeweran akan tetapi tidak memberinya penghargaan.*

## INTRODUCTION

Learning is a process that always occurs in all human life (Dakir, 2017). In order to be able to have a high-quality generation, education must start at an early age, which in this case can be through Early Childhood Education (PAUD). Early childhood education is a stage of education carried out before the basic education stage. This is a coaching effort for children starting from birth until they reach six years of age, carried out thoroughly, namely covering all aspects of development optimally. PAUD is an important part when considering the ability regarding intelligence and the principles of individual behavior when they are young. As for the options regarding the education system in this modern era, where the growth and progress of individual children greatly impacts the next age. In Indonesia, PAUD institutions have spread in all corners with different visions and missions. This means that age is very important at this time considering that the modern era like now has become a common concern is the decline in the character of children who are essentially the nation's future generations (Suyadi, 2011).

Early childhood education is a form of encouragement. In essence, it is a variety of intervention efforts, namely creating an environment for early childhood so that it can encourage all things about child development. Intervention is a collection of information which is then arranged in certain learning for growth, development or for behavior change. Early childhood education is a form of encouragement. In essence, it is a variety of intervention efforts, namely creating an environment for early childhood so that it can encourage all things about child development. Intervention is a collection of information which is then arranged in certain learning for growth, development or for behavior change (Martani, 2012).

The COVID-19 pandemic has hampered all activities outside the home. In breaking the chain from the virus, the government urges people to carry out all their activities at home, including studying. During the pandemic, people started working at home and students studied at home. This then becomes a challenge for every parent, especially children who are in the Early Age phase, where usually children of this age are studying at an Early Childhood Education institution, now have to study at home. According to psychology, a child is a developmental stage from infancy to the age of five to six years, at this time it is often referred to as the pre-school period, before developing and moving to elementary school age. The early age period is called the golden age period, which means that it is the golden age in all aspects of human development, both in terms of physical, emotional cognition and social aspects.

One of the things that is important for early childhood in its development is the emotional aspect. Emotion is a feeling that every child has physiologically and psychologically. Emotion aims to respond to an event that occurs in its surroundings. (Mundiri & Adhimiy, 2019) Emotion for early childhood is an important aspect, because with the presence of emotions a child can then focus attention, and emotions are also able to provide power to the body and regulate thought patterns to be aligned with what is needed. (Martani, 2012) For this reason, every parent is then indirectly required to be able to

manage the atmosphere or condition of the child's heart in order to remain disciplined in the learning process while at home. The things that underlie the importance of mood in fostering discipline when studying are as research conducted by Bower which explains that memory will be much better if the mood when studying matches the mood at the time of remembering. According to Kartini Kartono, mood is a state of an intersecting feeling, characterized by the occurrence of happy or unhappy feelings. Generally, the mood is in the subconscious; but sometimes it is also caused by physical factors. (Kartono, 1996) Watson also explained as quoted in Anindita Vidyawati and Muhimmatul Hasanah "Moods are transient episodes of feeling or affect", which means that mood is a transitional episode of feelings or emotions. A person's mood can last for a short period, several hours, or several days. Moods can be influenced by many unexpected events. (Vidyawati & Hasanah, 2019) According to Robbins & Judge as also quoted in Anindita Vidyawati and Muhimmatul Hasanah, as for the characteristics of mood, namely: (1) Because it is often unclear and general, (2) It lasts longer than emotions (in a matter of hours or days), (3) More general in nature (two main dimensions of positive affect and negative affect consisting of various specific emotions), (4) Usually appearing is not characterized by a clear expression, (5) Cognitive in nature. Meanwhile, according to Hamzah, Mood states that the realm of mood has two scales, namely: (1) Optimism, which is a skill in seeing the side of life and choosing positive attitudes, especially in facing difficult times. (2) Happiness, which is an ability in order to be grateful for life, be happy with yourself and also to others and to always have enthusiasm for activities (Hamzah, 2010).

There are eight dimensions of mood that provide a balanced assessment of positive and negative moods according to Lane in Anindita Vidyawati and Muhimmatul Hasanah, including: (1) Dimensions of positive mood (a) Mood is uplifting, such as alert and full of enthusiasm, (b) The mood of serenity is like calm and relaxed, (c) The mood of happiness consists of being cheerful and happy. (2) Dimensions of negative mood, (a) angry mood consists of, angry and angry, (b) confused mood consists of, confusion (confusion) and uncertainty, (c) depressed mood consists of, depression and breakup hopelessness, (d) A tired mood consisting of, shabby and tired, (e) A tension mood consisting of, anxiety and panic (Vidyawati & Hasanah, 2019).

The learning mood for early childhood is a state of feeling or a variety of unique thoughts, a biological and psychological condition and a set of tendencies to act in learning. There are several factors that can influence emotional development in preschoolers. This factor can be in the form of internal or individual factors, conflicts in developmental stages, and also things that come from the environment. Hurlock and Lazarus in Hijriati state that there are two factors that influence children's emotional development, including: (1) Maturation or maturity, this factor is very important because it is associated with a critical period of development, which is a period when the child is ready. accept things from outside. The maturity obtained can be optimized by providing the right stimulation. For example in emotional development, control of the desired emotional reaction patterns needs to be

given to children whose function is to replace existing but unwanted emotional patterns, or what is called prevention. (2) The learning environment factor, this is able to provide a considerable influence on emotional development, especially the environment that is very close to children such as mothers or caregivers. Thompson and Lagatutta in Hijriati state that the relationship between family members and activities that become daily experiences will greatly affect children's emotional development. From this children get lessons about the causes and kosekuesi that will be obtained (Hijriati, 2019). Why the family, because the family is a small environment in the realm of education for example, has a very large role in determining the success of the education process in general (Baharun, 2016; Qodir et al., 2017).

OVID-19 is a global pandemic, where this outbreak is the cause of changes in human life systems in general. As quoted in Wikipedia, COVID-19 or Corona Virus 2019 is a contagious disease whose cause is the acute respiratory syndrome coronavirus2 (SARS-CoV-2). This outbreak was identified for the first time around December 2019 in Wuhan, the capital of China's Hubei province and since then has spread globally. The general symptoms or characteristics that appear are fever, cough and shortness of breath. Other characteristics include fatigue, sore throat, sore muscles, loss of smell, diarrhea, and also stomach pain. The range from initial exposure to symptoms is usually five to fourteen days. The majority of cases start with mild symptoms, while others develop viral pneumonia and multi-organ failure. As of April 24, 2020 there have been more than 2.73 million cases reported in 185 countries and territories and then more than 191,000 deaths, and more than 750,000 have recovered. The virus is spread by close contact, through tiny droplets that come out when sneezing, coughing, or talking. Drops quickly fall on objects or surfaces but with certain medical procedures they can hang in the air for a long time. There are several things that can be done to prevent exposure to the virus, namely washing hands regularly, maintaining physical contact with others, covering the mouth and nose when coughing and sneezing with a tissue or with the inner elbow, not touching the face when not washing hands (Wikipedia, 2020).

## RESEARCH METHOD

This research on managing children's mood during a pandemic uses a qualitative approach with a type of case study. In this research, the researcher becomes the main instrument that simultaneously collects data and analyzes data. While the data collection techniques used in this study consisted of observation, interviews, and documentation. The data is then analyzed using data analysis techniques Miles and Huberman, which consists of data reduction, data display, and data verification. In order to guarantee the validity of the data presented, the researcher uses a technique to check the validity of the data by extending participation, observing persistence, and triangulation.

## FINDINGS AND DISCUSSION

Every child grows up in a diverse environment. Goldin – Meadow said that some things can be caused by the environment, including how children grow and get lessons from the environment. The quality and capacity of mentoring for early childhood is based on the theory of Monks, Knoers, and Haditono in Wisjnu Martani about providing stimulation / stimulation. Giving stimulation aimed at children must be adjusted to the level they need, because if this is not the case then the child has the potential to have difficulties in the development process. The stimulator party who does not understand what development achieves may cause problems in the developmental stage. Santrock in Wisjnu Martana also explains that there has been a paradigm shift in early childhood education. Progress in improving early childhood is primary. Therefore, in conveying stimulation it does not originate solely on the needs of the parents, but is based on expertise in the child's developmental pattern or is related to the child's uniqueness (Martani, 2012).

The COVID-19 pandemic has resulted in major changes regarding human activities, including early childhood learning, which is now the responsibility of parents and families to foster discipline or manage their learning mood during the pandemic. Discipline is an aspect that is quite important to be applied to children, discipline can build a child's character. One of the behavioral attitudes that parents or teachers need to instill in children from an early age is discipline. The discipline that is instilled is obedience in implementing recommendations from the government regarding healthy habits while at home in the midst of the COVID-19 pandemic. To educate pre-school age children to be obedient and disciplined is not easy. This of course needs to start from education in the family. One of the challenges that parents must face in instilling discipline in their children is how to understand the proper forms and ways to instill and build discipline. Some assume that practicing discipline will be overwhelming for children. In fact, the most appropriate way to train discipline is to start at an early age. The existence of training from an early age, will make children accustomed to being disciplined. However, the method used, of course, must pay attention to the growth and development of the child and be seen according to the stage of his age. Conditions that can predispose a child to discipline, where there are variations in the rate of development of different children (Aristowati, 2014).

Discipline as a necessity in development is also an effort to develop children so that they can behave in accordance with the rules and norms that have been set in society. Discipline that is reflected in the appearance of children's behavior is accompanied by compliance when carrying out the rules that have been set.

Good learning is a learning activity that is carried out by choosing a strategy as well as a method that is suitable for formulating goals to be achieved (Muali, 2016). Thus, there are several learning management strategies that can overcome learning mood disorders in early childhood (Baharun, Muyassaroh, & Andriana, 2018). The learning management process carried out by educational institutions that are the locus of this research is based on

strengthening self-discipline as follows;

1. Make rules

Making rules in the context of learning management in overcoming mood disorders in the form of a set pattern to be applied in behavior. This pattern is set by both parents and teachers. To be able to discipline children, there must be rules first. As it is known that discipline is a rule that is applied in everyday life to train and teach children good behavior and as expected. The purpose of this regulation is to provide provisions for children through agreed upon behavior guidelines in the learning process and in certain situations such as the Covid-19 pandemic situation. Regulations have several important functions, one of which is that regulations contain educational values and regulations can prevent children from unwanted behavior.

The importance of rules to make early childhood disciplined. Disciplined behavior can be formed by accustoming to following established rules. That way, children will begin to understand about the things that are worth doing and what are not. The slightest rule they can follow and obey is a sign that the child has begun to be given direction for discipline. With these regulations, it can make it easier for children to reach the stage of discipline and be able to adjust to other environments. In order for the function of these rules to be fulfilled, the children's rules must understand, remember and accept. In fact, every child needs quite a lot of rules because when they are about to grow up, they will be considered to have learned things as expected from their group. As for the rules made during a pandemic, for example every time you wake up you are not allowed to touch your face before washing your hands first.

2. Appreciation

Prevention of mood disorders is handled by teachers and parents by providing motivation in various forms that are liked by each child. Every thing that has been implemented by early childhood is rewarded with the aim of making children feel that their behavior is not in vain. Rewards are used to foster children's discipline, which contains educational values, is a motivation and support for behavior that has received social approval. Types of rewards that can be given to children, including social, gifts and special treatment. When educating, it is expected that parents and teachers will be able to provide education that is rich with a human touch, such as giving awards when children reach the expected standards.

The kinds of awards given can be in the form of material (something you want), social (praise, hug, or kiss) or more opportunities (watching TV is longer, being able to sleep with parents for a time). However, it is not just giving awards, but it must be accompanied by giving more complex responsibilities. The expected goal is to train in the early days when the child still does not understand the reasons for doing something and has difficulty getting used to it, for example, in a covid situation like today. Of course, being able to get used to rules that were previously rarely or even never implemented is a quite difficult thing, especially for children who are

still young. However, giving appreciation to early childhood also has limitations, namely giving gifts cannot be used as a guideline for always giving gifts, this stage is only applied until the habitual development stage only, then if the habituation is deemed sufficient for the child, then the most important thing is what must be done is to provide direction or understanding of the reasons behind the rules made.

Awards are also not allowed to be done too often because it will lead to strings attached. So that every time you do something, your child will expect a prize. As for examples of awards that can be given by parents when children can carry out the rules that have been made in an orderly manner during the pandemic, are to say very good smart children, of course, with facial expressions when giving happy and satisfied awards because children are able to do things according to what we expect. . As for the body movements, of course it follows what is being done at that time, for example followed by a thumbs up that indicates the child has done a good thing.

### 3. Punishment

The process of managing learning in dealing with early childhood learning mood disorders is also carried out through a process of punishment. Punishment is given in the context of punishment that is educational and does not contain elements of violence, either verbally or in action. Punishment in the process is reciprocal given to someone for an error and resistance or violation as a reward. Discipline is important to instill from an early age, because through the habit of disciplined behavior, children will be able to control their own behavior and be able to behave well wherever and whenever the time is without needing to be reminded.

In addition, discipline can make children aware that they can solve their problems without having to do something that is determined by the parents, because children can sort out what is good and what should be done and which things are not good and need not be done. Discipline can also make children listen to the subtle voices in them and develop a conscience when controlling their behavior and making decisions. Discipline is often associated with punishments and harsh attitudes given by parents to discipline children. Punishment is something that is given by parents to their child who makes a mistake, while the goal is that the child doesn't repeat it again and will correct the mistake he has made. Before giving punishment, there are several things that must be fulfilled first by parents, as in Dewantara, namely (a) Must remain in the relationship of love and affection, (b) Based on reasons of necessity, (c) Creating an impression in the child's heart, (d) Must have a deterrent effect on the child's heart, (e) Must be accompanied by forgiveness, hope, and trust (Ardini, 2015).

Apart from that, other things that parents must also pay attention to before giving punishment include, must be in line with mistakes, must be fair, and must be imposed immediately, not postponed. Punishment should not be carried out when the parents are in a state of anger and without

consideration of the child's condition and psychology because it can cause damage to the relationship between the child and the parents so that the child becomes angry. As stated by Gore in Pupung Puspa Ardini (Ardini, 2015), children should not be educated by compulsion that is not understood. Without realizing it, it will teach children that the truth must be done by force and violence. As for the negative impact of violent action received by children, it is that they will not commit an offense because they are afraid of being hit not because they are aware that they have done something wrong. Meanwhile, the bad character remains in the child. The pain from being hit will continue to stay in the memory of the child. Children who often accept violence actually try to be good children only when they are in front of their parents. Meanwhile the real soul rebels or rebels. The purpose of imposing punishment in the short term is to stop wrong behavior, and to provide lessons and motivation so that they are able to stop their wrong behavior on their own is a goal in the long term. Punishment is a segment of disciplinary elements that may be applied to prepare children to determine the appropriate behavior of the barometer that has become the resolution of their social fraction. Punishment in the growth of children's etiquette has three important tasks, namely: (a) Obstructing, punishment as a barrier for children in repeating characters that society does not want. For example, if a child wants to carry out what is forbidden by his parents, he will cancel his i'tikad because he remembers the punishment he has received when he carried out these activities in the past (b) Educating, a child will get a lesson from his experience when receiving punishment, if they do something that is not in accordance with the barometer, they will be punished, and vice versa, they will not be penalized when they do activities that are appropriate or good. (c) Motivation, the experience he makes will be the result of his misbehavior which causes him to be punished, for this reason, encouragement / motivation is needed so that children can avoid these behavioral errors (Aulina, 2013). If children can control the consequences of the behavior they will do, then they will be able to learn to make decisions about what is appropriate or not to take, thus they can avoid wrong behavior with this motivation.

#### 4. Consistency of teachers and parents

In addition to the process as described above, in overcoming mood disorders in early childhood there is a concession and mutual agreement between parents and teachers about the consistency of the rules and the appreciation given. Consistency exists in the rules that function as guidelines, punishments, and appreciation. Consistency has an important role, including great educational value, strong motivational value, and makes the function of increasing respect for rules and people in power. Rules are used as guidelines for behavior, punishment and rewards are reciprocal consequences of the actions committed, and consistency as a motivation for children to exercise discipline (B.Hurlock, 1980).

Punishment is something that is given to children when they do bad behavior and it is done more than once, at that time parents and teachers must be able to be consistent in giving punishment. Consistency means the rules and expectations are almost always in line from one time to another. Consistency allows children to guess and makes them less confused. Give children the freedom to think about what can happen and teach children to be responsible for all the behavior they do. If there is no consistency then children are required to predict all the time about the right and right behavior. Children will be confused thinking about the causes and effects of their behavior. Parents who cannot be consistent will confuse children, cause poor self-esteem, and create values that are often negative. It's not easy to apply every rule to a child.

An approach is needed so that children are willing to obey any established rules. At first, the child may break these rules. This is where consistency is important. With a consistent attitude, the child will realize that the rule is for his own good. Some things parents can use to build consistency in themselves, namely (a) Prioritize the rules that will be enforced, because if they are not prioritized there will be many rules that want to be applied to children, choose a few as a focus to pay attention to (b) Equalize perceptions regarding the rules with several parties involved in educating children, for example grandparents. Often it happens that parents insist on being consistent with the rules that are applied, but instead other parties who take care of children mess it up, usually grandparents give more space to children, so that there is an imbalance in the consistency of the rules that are implemented. If the family shows various attitudes and is done repeatedly, then this will make the child feel confused and will lead to more severe behavior problems before, (c) Consistent in giving praise or appreciation, this will make it easier for children to act accordingly with the expected, and this strengthens the child to act accordingly, (d) Requires an appropriate approach, this can make it easier for parents because each child is different, some children are easy to guide while others can be more stubborn and persistent, (e) Firm, every parent definitely needs time in trying to be consistent. When children show bad behavior, parents must show a clear and firm attitude towards the child's behavior as a warning, not yell at him or show annoyance with the child. In situations like this, parents are better off avoid showing emotions, it is more advisable to tell children to do better behavior than that. Communicate clearly with the child, give the understanding that what he is doing is bad behavior, then give the child the opportunity to express his reasons for doing this. As for the obstacles that can arise, children whine, argue, or throw tantrums. When this behavior occurs, parents should not give up and let their children sulk and so on. Stick to a stand, children may challenge parents, no matter how hard they try to build consistency. After this stage the child may respond immediately, but only to return to old habits. Don't give up, this is a normal stage. After the parents accept the temporary rejection, the child will slowly begin to show their cooperation.

The elements in discipline include the existence of rules as guidelines and initial steps or behavior, consistency with the rules, reward for good behavior, and punishment for violating. Teaching discipline to children not only by conveying but also providing concrete examples to children such as giving examples of correct behavior, giving clear and specific orders, determining clear boundaries, consequences / punishments, providing rewards, implementing rules consistently, and being careful. -be careful with the rules made. To support the implementation of this strategy, there are several methods that can be applied as follows;

#### 1. Exemplary Method

In addition to the learning management strategy as above, teachers also use various methods which are carried out in an integrated manner. is the most absolute element to make changes in life behavior. The exemplary method is a way of teaching science by modeling directly to children, by providing a good reflection it is hoped that the child will be able to imitate the movements of everything that is done and shown by parents. Parents as educators must be able to be role models for their children, parents are good role models for their children, and all parties can show good behavior as examples in their lives. Parents are ideal examples for children because they are educators in the family. Because one of the most basic signs of a child is to imitate, whether conscious or unconscious, he will imitate everything, actions and behavior of each parent, whether in words or deeds regarding various psychological attitudes, for example anger, sentiment, responsive, and so on (Jamaluddin, 2013).

Good example is the biggest factor that affects the heart and soul. Exemplary is the main and very important thing when educating children. The implementation of this example is that parents and teachers become imitation figures for children where the behavior of the parents and teachers is very important to be a concern. Starting from polite clothing, good behavior and character, polite speech and full of affection for children. If this is done well, the child will automatically imitate the behavior of the parents and teachers. (Rusn, 2009) Parents globally become the main and first models for children. Because father and mother are two individuals who have an important role in childcare since they came to the world. Therefore, don't be surprised if the way parents get angry and give affection will be learned and then imitated by their children. This also applies when trying to foster discipline in children, parents are the first to carry out the rules that have been made previously.

#### 2. Habitual Method

In managing learning as an effort to overcome children's mood disorders, the teacher makes a synergistic habituation effort. The synergy in habituation is carried out not only when the children are at school, but also at their respective homes. Habit becomes a way that can be applied to make children accustomed to thinking, behaving, acting according to the teachings. This concept is very practical in increasing habits to carry out several activities such as always washing hands using soap and doing other

healthy lifestyles while at home and during a pandemic. At an early age, the trait that tends to be present in children is to imitate what is done by the people around them. Habit is an appropriate way of educating children, especially children who are still at an early age. Habit means all activities that are carried out repeatedly so that they become accustomed. Habit is all things that are routinely done every time / day by children and from these habits will then be formed into a pattern (*Pendidikan Karakter Dalam Bingkai PAI Interdisipliner*, n.d.).

Habits will be created if the child is given activities that are carried out repeatedly in a suitable method and easy for children to accept. One method that is easily accepted by children is to adopt a way of getting used to that includes elements of love, understanding, understanding the child's condition and involves exemplary. Children will do without feeling forced and then become a habit. For this reason, in building discipline towards early childhood during the pandemic by using habituation activities as recommended by medical personnel and the government, including being accustomed to washing hands with soap and wearing masks when sick. The process of habituation in education is quite important, especially for children who are still at an early age. This is because the memory capacity of children is still low, their attention is fast and it is easy to move to something new and liked. In situations like this they need to be accustomed to certain behaviors, skills, skills and mindsets. It is very important to start discipline with habituation. In the field of educational psychology, the habituation method is often referred to as the operant condition, teaching children to be accustomed to good behavior, discipline, enthusiasm for learning, not being lazy, sincere, honest, and having a sense of responsibility for every mandate given to them. The habituation stage starts from imitation, then the habituation stage is carried out with the guidance of parents and teachers, so that the child will get used to it. The indicators of habituation include: (a) Routine, the goal is that children are able to get used to good behavior, (b) Spontaneously, the goal is to be able to provide spontaneous education, especially regarding the habit of polite and praiseworthy attitudes, (c) exemplary, the goal is to provide an example to the child (Ihsani, Kurniah, & Suprapti, 2018).

### 3. Personal approach

The learning management process that leads to strengthening the mood of children in educational institutions which is the locus of this research is also carried out through a personal approach. This approach is carried out in order to be able to influence the child according to his character so that the child can behave in a disciplined manner. If the child violates, the parent will ask the child gradually and the child will listen to these words. Making children disciplined is highly recommended to be done with love and trying to create pleasant conditions. Discipline with compassion can mean assistance to children with the goal that they are able to stand alone (help for self help). Children will feel cared for and behave emotionally disciplined on their own accord (Rochimi & Suismanto, 2018).

The implementation of disciplinary training requires reward and also punishment for violating it. For example, awards when that day the child has succeeded in carrying out their duties or obligations properly. Penalties while still living or still unable to carry out duties or violating regulations or agreements. However, in young children the punishment is not rewarding him. So it's not physical punishment being jewer or beating. The learning process and habituation will make it easier for children to carry out their obligations. Therefore, so that children can grow and develop discipline, educators need to provide the right strategy in developing discipline to children. To develop discipline, educators need to study and understand children's behavior, know how to deal with children in discipline and have guidelines in discipline. (Aristowati, 2014)

## CONCLUSION

The COVID-19 pandemic is an epidemic that is currently attacking the world, the virus that spreads through coughs, sneezes and close contact has counted around 2.37 infected countries. To break the chain of the virus, the government urges to carry out activities at home and to do several things such as washing hands frequently, maintaining physical distance from other people, covering mouth and nose when coughing and sneezing with a tissue or inner elbow, not touching the face when not washing hand. For early childhood, getting used to discipline with some of these things is difficult. Therefore, parents are required to be able to regulate or manage the child's mood so that they are able to get used to such prevention. Mood is a state of feeling where there are several dimensions, in general there are negative and positive moods. There are several things that can be done in managing children's learning moods so that they remain disciplined during the Covid-19 pandemic, namely by means of regulations, rewards, punishments, and consistency with things that have been done from the start.

Meanwhile, to support this implementation, there are several methods that can be used, namely; first, the exemplary method, in which parents must do the things listed in the rules first, because the child will imitate the movements of the parents; second, the habituation method, in this case parents always do what is stipulated in the rules. Habit is one way that can be done to get children to think, behave, act in accordance with the teachings; and third, individual approach, parents must be able to make children comfortable, not afraid when they are by his side. With this method to influence yourself will be easier.

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