INDICATORS CONTRIBUTE TO THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION IN THE COVID-19 PANDEMIC

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Abstract

This paper aims to explain the effect of the number of variables and indicators on the implementation of ECE online learning during the Covid-19 pandemic. The study was conducted in 12 kindergartens and 4 (four) playgroups in 6 (six) cities/districts purposively. The sample of this study were parents, because LFH ECE relied more on their mentoring. Data collection was carried out through distributing questionnaires to parents with the help of online school principals and teachers. The analysis was carried out through the SEM technique of the Lisrel 87.0 program. The results of the study found that the variables of Curriculum (EC), Learning Facilities (LF), Learning Development (LD), and Community Involvement (CI) had a significant effect on parental assistance (PA). The strongest indicators that contribute to the EC variable are the national curriculum and teaching materials sourced from parental initiatives. In the LF variable, the strongest indicator is the availability of digital technology and learning modules. In the LD learning development variable, the strongest indicator is the teacher's ability to develop and utilize ICT, prepare learning materials, and monitor and evaluate children's learning activities. In the community involvement variable, the strongest indicator is participation in maintaining cleanliness, health, and environmental safety, as well as providing a reading garden for children. LFH really needs the ability of parents to adapt to changes in children's learning patterns from face to face to online. In this online learning, both teachers and parents need to emphasize the development of moral, character, emotional, and social aspects. This emphasis will have an impact on the development of awareness and attitude of independence, responsibility, character, social, and interest in continuing studies.

Keywords: kindergarden, play group, learning from home, adaptation

Introduction

In the implementation of the national education system, Early Childhood Education/ECE (Indonesia: Pendidikan Anak Usia Dini/PAUD) is one of the educational services aimed at children from birth to the age of six (6) years to assist physical and spiritual development, as well as readiness to enter further education (Law of the Republic of Indonesia No. 20/2003). Early Childhood Education is carried out formally (Kindergarten or an equivalent educational institution), non-formal (Play Group), Daycare Parks, and informally (education held within the family environment). Early childhood education is considered important as a child's further cognitive, affective and motor development. Early childhood, which is called the golden age, is the most valuable period for instilling various concepts, because it will last a long time as the basis for the next child's life. Kindergarten is education to facilitate the growth and development of children as a whole in all aspects of the child's personality, generally for children aged 4-6 years (NICHD Early Child Care Research Network, 2007; Miller & Almon, 2009; Suriansyah & Aslamiah, 2016; Helmawati, 2015). Kindergarten is a formal education level after play groups

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(Helmawati, 2015). Early childhood education in formal and non-formal forms is organized by the government and the private sector in a particular educational institution, is managed systematically, uses a curriculum, and gathers in a particular learning arena. Learning is carried out face-to-face between teachers and students who rely on 4 (four) scaffolding in the play environment, starting from the preparation of playing tools/materials, activities before playing, playing, and after playing (Bppauddikmasntt, 2022).

The spread of the Covid-19 pandemic in Indonesia since February 2020 has resulted in the emergence of policies by the government in the form of travel restrictions, prohibition of gatherings, closing of offices, places of worship, markets, hotels, tourist attractions, and schools including the implementation of ECE education. The implementation of education is shifted to learning from home (LFH) and relies more on online and parental guidance. Various educational policies were issued by the government to prevent the spread of Covid-19, as well as provide guidelines for the implementation of LFH during the emergency period for the spread of Covid-19 (Ministry of Education and Culture Number 3/2020 and Number 36962/2020; Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs Number 01/KB/2020 & Number 515/2020, HK.03.01/Menkes/ 363/2020).

In reality, the implementation of LFH still faces obstacles. Learning from home is often faced with obstacles to ownership of digital technology by teachers, parents, and children, as well as an inadequate internet network (Directorate of ECE, 2020; Ansori, 2020, Tanoto, 2020). Teachers are also still less skilled in developing and utilizing digital technology for learning (Febrialismanto & Nur 2019; Directorate of ECE, 2020), delivery of learning substance (Azis, 2020), in addition to the low ability and participation of parents in supporting children's education at home (Kurniati, Alfaeni, & Andriani, 2020; Cahyati & Kusumah, 2020). For most parents and children, this becomes an experience that causes mental and emotional stress, due to unpreparedness, lack of competence, and pedagogic skills.

Implicitly, the implementation of LFH in PAUD is influenced by various factors. The implementation of LFH is believed to require an appropriate curriculum, adequate teaching tools and materials. From the teacher's point of view, it is suspected that it needs to be supported by mastery of digital technology and a strong internet network, as well as skills to develop and use it in learning (Febrialismanto & Nur, 2019; Anshori, 2020; Lestari, 2020). From a parent's point of view, it is necessary to provide digital technology and a strong internet network, as well as the ability to provide assistance and guidance to children according to learning instructions (Miller & Almon, 2009; Kurniati, Alfaeni, & Andriani, 2020). Another suspicion is the importance of the role of other stakeholders in supporting children's LFH, either by providing playing facilities at home and its supervision, playing with peers outside the home, supervising the sterilization of the home and surrounding environment, supervising children's health, and so on.

This paper aims to explain the factors and indicators that influence the implementation of LFH in ECE. There are five factors that are suspected to have an effect on LFH, namely: curriculum, learning facilities, learning development, community involvement, and parental participation. All five are exogenous variables that contain a number of indicators that are thought to affect LFH as an endogenous variable, further allegedly determining the success of children's learning implementation.

Literature Review

ECE Curriculum

The implementation of education is inseparable from the curriculum which consists of the concepts and practices of learning planning to achieve certain goals (Good, 1973; Beauchamp, 1976; Grayson, 1978; Sudjana, 2005). Adopting the understanding in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for the implementation of learning activities to achieve certain

educational goals. At ECE, the function of the curriculum is as a means to measure personal abilities and educational consumption, containing programs for the development of religious and moral values, physical-motor, cognitive, language, socio-emotional, and artistic which are held in the form of integrated play activities (Ministerial Decree No. Education and Culture of the Republic of Indonesia No. 146/2014; Utami, 2021). Although kindergarten education is said to be a continuation of play groups (not always), there is no significant difference in the application of the curriculum for both, because it is carried out in integrated play activities.

During the Covid-19 pandemic, the Ministry of Education and Culture issued Guidelines for Implementing Curriculum in Education Units in Special Conditions. The education unit in this case can organize learning by referring to the national curriculum (2013 curriculum), the special conditions curriculum, and the simplification of the curriculum independently by the ECE institution itself (Pemerintah, Net, 2014; Ministry of Education and Culture, 2020; Litbangdikbud, 2021; Ndeot, 2019; Directorate of Early Childhood Education Development, 2018). The special conditions curriculum is a simplification of the national curriculum, where the ministry reduces the basic competencies for each subject so that teachers and students can focus on essential competencies and prerequisite competencies to continue learning to the next level. Children's learning is often also influenced by teaching materials and practices provided by parents from other sources (Tanoto Foundation, 2021).

Learning Facilities

The implementation of education really needs the support of learning facilities so that students are not only given theories or concepts but also practice. Studies show that students will more easily understand the teaching material provided if it is supported by the use of learning facilities (Amirin, 2010; Mulyasa, 2014; Susanti & Wahyudin, 2017). In ECE, the learning facilities used are a set of materials and media to support learning activities to recognize and instill character values and others through play, to be effective in optimizing children's growth and development. In principle, the learning facilities

used must be safe, age-appropriate, contain educational value, take advantage of the potential of the surrounding environment, attract and encourage creativity, and are not easily damaged.

In essence, the function of learning facilities is to support the implementation of play activities and facilitate the delivery of learning materials to children, so that children can develop themselves optimally. Learning facilities can be in the form of teaching materials in the form of content/information messages in books and non-books, as well as learning media to deliver learning materials that can stimulate thoughts, feelings and actions in order to foster children's motivation. Especially educational play tools can be exploratory, manipulative, sensorimotor, social play, gross motor, music and motion, as well as art equipment (Bronson, 1995; ICTI, 2006).

Learning Development

Implementation of LFH at ECE in changing teaching and learning activities from teachers to students. Teacher-student learning cannot be done face-to-face, but with the participation of parents as a liaison and delivery of teaching materials to children with the help of information and communication technology (computers, laptops, cellphones, or others). The ECE Directorate (2020) of the Ministry of Education and Culture itself has issued a pocket book to support the duties of teachers, which consists of: designing learning, implementing and assessing children's growth and development, communicating and collaborating with parents during the pandemic, and supporting learning using ICT for learning at home.

Implementation of LFH at the same time requires ECE teachers to develop learning by taking into account the characteristics of the curriculum and learning principles which include: learning while playing, oriented to child development, children's needs, learning that is centered, active, and oriented to character development, development of life skills, conducive environment, oriented to democratic learning, and using various media and learning resources. Learning principles need to be realized through mastery and skills in developing and utilizing digital technology for learning by teachers and parents, as a condition to facilitate learning communication, delivery of teaching

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materials, supervision, and achievement of student learning outcomes. The presence of digital technology has a very important role in learning by teachers and parents to help children learn. The use of technology can also bring teachers and parents closer to children, and through guidance to children it can bring benefits to children's cognitive, character, and social development (Sholihatun, Utanto, & Handayania, 2020; Salsabila et al, 2020; Srihartini & Lestari, 2021).

Community Involvement

Involvement can be defined as the active participation of the community in a particular activity. Community involvement here can be interpreted as the participation of elements in society mentally, emotionally, and responsible for the implementation of ECE in their environment. Community involvement can be individual (entrepreneurs, religious/community leaders, teachers, experts, etc.), groups (youth, bicycle lover communities, sports, associations, etc.), as well as institutional (religious institutions, communities, local government, and others).

Community involvement can be manifested in various forms of activities, including: building partnerships, providing educational directions, strengthening the learning process, consulting, monitoring learning, supporting the provision of learning facilities, and others (Hunneryager & Heckman Eds., 1992; Amirin, 2005; Chambers, 2005; Arnstein, 2007). From the partnership aspect, community participation in the implementation of ECE is quite large, namely 89,098 Kindergarden and 84,117 playgroups, compared to those held by the government which only amounted to 3,908 Kindergarden 462 playgroups (Pusdatin, 2020). Community involvement in other aspects is still not optimal, even tends to be low. It is certain that during this pandemic it will decrease further, due to various obstacles, namely restrictions on population mobility to prevent transmission, low family ownership of digital technology to support children's learning, lack of learning facilities in the community, and others (Yudhiasari, 2009; Yusup, 2018; Tanoto Foundation, 2020)

Parental Participation

In simple terms, participation can be defined as mental and emotional involvement to support an activity and take responsibility for achieving that goal (Hunneryager & Heckman Eds., 1992; Davis & Newstrom, 2004; Rogers et al., 2009). In the implementation of LFH ECE, one of the parties that is expected to participate is parents in the form of involvement and responsibility for children's education at home. LFH learning can run well and improve the quality of outcomes, if it is supported by optimal parental participation (Mutodi and Ngirande, 2014; urišić and Bunijevac, 2017).

In the implementation of LFH, parental participation is not limited to supporting the provision of learning facilities, but also assisting children's learning (Ersyad, 2018; Jannah, 2020). Parental participation in ECE online learning includes: establishing relationships with teachers, delivering teaching materials/materials, providing learning facilities, providing learning assistance, supervising playing at home and in the environment (Yulianingsih et al, 2020; Agustina, Dhieni, & Hapidin, 2021; Fitri & Mayar, 2021). All of these are efforts to build self-confidence, independence, responsibility, teach piety, build personality, provide socializing guidelines, and others (Batelle for Kids, 2019; Garini, 2020).

Learning Outcomes

ECE has a goal to foster children's character from an early age to instill awareness, attitudes and behavior in children so that later they can uphold character, morality, tolerance, respect human rights, and strive to create a civilized life. Early education is very appropriate for building a strong personality, as well as teaching maturity and humanizing individuals (Lickona, 1991; Lickona, 2012; Lickona, 2013; Hurlock, 1991; Nurani, 2021). Character education that begins in elementary school is considered inadequate, it is indicated that children after adolescence often behave deviantly, such as: brawls, drug and alcohol abuse, free sex, and even criminal tendencies. One of the causes is that education in elementary schools does not prepare competent teachers in character education, ignores the character building side, limited facilities and learning resources, and learning emphasizes more on cognitive aspects (Fajar, 2004; Nadiroh, 2009).

Through ECE, it is also an effort to build a sense of self-nationalism, build independence, adapt to the environment, and prepare to enter the next level of education. Building a sense of nationalism is an effort so that children are able to think, behave, and act that show loyalty, concern, and respect for the language, physical, social, cultural, economic and political environment of the nation, and prioritize the interests of the nation and state. Building an attitude of independence in children so that later they have attitudes and behaviors that are not dependent on others and use all their energy, thoughts, and time to realize their hopes, dreams and ideals. Adjusting to the surrounding environment so that children are able to appreciate the spirit of mutual cooperation, solve problems together, establish communication, and sincerely provide assistance to others. And through ECE is an effort to prepare children to enter the next level of education with self-integrity through inculcating values that underlie diligent behavior, hard work, discipline, trust in words, and having commitment and loyalty to human and moral values (https://Cerdasbercharacter.kemdikbud.go.id/?page_id =733).

Theoretical Framework

Based on the use of the research variables above, a theoretical framework was built to approach the problem focus as follows.
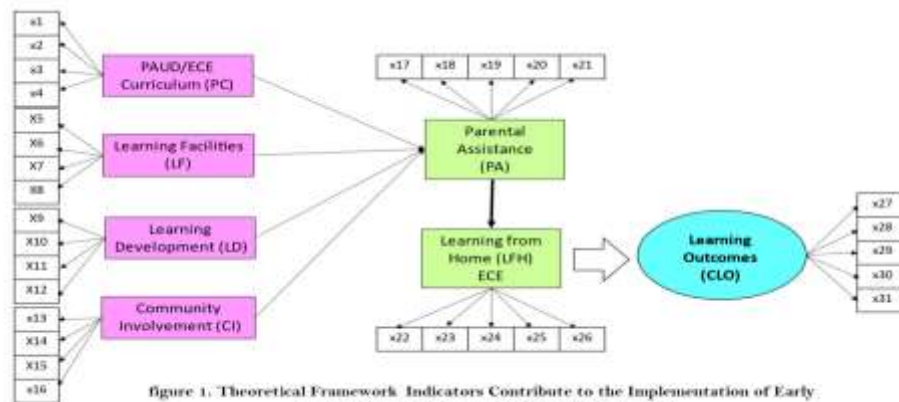

figure 1. Theoretical Framework Indicators Contribute to the Implementation of Early Childhood Education in the Covid -19 Pandemic

The proposed hypothesis:

▪ ECE Curriculum (EC), Learning Facilities (LF), Learning Development (LD), and Community Involvement (CI) have an influence on Parental Assistance (PA);
▪ Parental Assistance has an influence on LFH-ECE.
▪ LFH-ECE impact on Learning Outcomes (LO).

Methodology

This research was conducted in 6 (six) cities/districts in the Capital City of the Republic of Indonesia and its surroundings by randomly selecting 12 Kindergartens and 4 (four) Playgrounds that were categorized as good, had been held for a relatively long time, and currently has more than 200 students. Furthermore, from each educational institution, 25 parents were taken as a random sample. The number of samples of parents was 400 people and were asked to answer a questionnaire containing questions about the educational process of their children in Kindergarten and Playgroups. The distribution of questionnaires to parents was assisted by principals and teachers from the research sample educational institutions.

Before the questionnaire was applied, a test was conducted to determine the validity and reliability of the questions asked. The validity and reliability test used the Pearson and Cronbach Alpha correlation coefficient criteria with a minimum validity test = 0.361, and a reliability test of 0.6, processed with the SPSS version 24.0 program.

Validity and reliability tests are also used to measure research indicators as a basis for determining the suitability of the model and the

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structural relationships of research variables. The results of data processing regarding structural relationships are intended to explain hypothesis testing between variables, as well as the contribution of the highest and lowest indicators for each variable. Processing and analysis was carried out using the structural equation modeling (SEM) technique from the Lisrel 8.70 program (Joreskog & Sorborn, 1993; Joreskog & Sorborn, 1995; Ferdinand, 2002; Hair et al, 2010, Haryono and Wardoyo, 2017; Sarjono & Yulainita, 2019: Zakso & Agung, 2021; Yohana, 2021; Thamrin et al, 2021).

Result

Characteristic Respondent

The distribution of the questionnaire for one month received answers from 385 respondents, consisting of: 338 people (87.797%) with maternal status (biological mother/ stepmother/adoptive mother), 25 people (6.49%) with father status (biological/step/adoptive father), eight people (2.08%) are older sisters/steps, four people (1.04%) are aunts, four people (1.04%) are grandmothers, and six people (1.56%) others. The youngest respondents were 23 years old, the oldest 56 years old, and most of them were between 30-40 years old. More than half of the respondents stated that they do not work, stay at home as housewives, and the rest work in the formal and informal sector as civil servants, local government officials, teachers, lecturers, researchers, private industrial companies, legal institutions, and so on.

Most (89.35%) of the number of respondents with maternal status stated that they were directly involved in educating children learning from home (LFH) during the Covid-19 pandemic, based on directives from ECE teachers. Generally, it is held between 08.00 – 10.00. For working mothers, the pandemic situation which is also instructed by the government to work from home (WFH) allows them to carry out learning for ECE children.

Almost all respondents stated that they have information and communication technology PCs, laptops, cellphones, and the like to support children's online learning. The problems that many complain about are the limited number of children playing at home, socializing with peers, inadequate learning support facilities at home, internet network that is not weak, and dominant learning to memorize for children (for example: memorizing verses of the Al-Qur'an for children from Muslim family).

Model Fit Test

Confirmatory Factor Analysis (CFA) is a measurement model to determine the relationship between latent variables and observed variables. The measurement model seeks to confirm whether the observed variable is truly a measure or a reflection of the latent variable. The final results of the CFA were obtained based on the analysis of the validity and reliability of the model and the analysis of model fit (Joreskog & Sorborn, 1993; Joreskog & Sorborn, 1995; Hair et al, 2010)

Validity and reliability analysis to determine the construct measurement model or confirmatory factor model. The model will show the operationalization of variables into measurable indicators formulated in the form of equations and/or certain path diagrams (Joreskog & Sorborn, 1993; Joreskog & Sorborn, 1995; Ferdinand, 2002; Hair et al, 2010; Haryono & Wardoyo, 2017). Validity test to determine whether the indicators in the model really form the latent variables studied by comparing the loading factor of at least 0.50. If the load factor value is greater than 0.50 then the indicator is valid. The reliability test is to find out how well the measuring instrument can produce relatively the same results if repeated measurements are made on the same object, measured by construct reliability (CR) and extracted variance (VE) and error variance (ei). A construct has good reliability if CR > 0.70 and VE > 0.50 (Joreskog & Sorborn, 1993; Joreskog & Sorborn, 1995; Hair et al, 2010).

Table 1. Validity and Reliability of Indicators

Variables	Indicators	SLF	ei	T-$_{Count}$	CR	VE	Conclusion

PC	X1 = National Curriculum	0.92	0.15	61.21	0.9441	0.8090	Valid & Reliable
	X2 = Emergency Curriculum	0.81	0.34	56.03			
	X3 = School Curriculum	0.91	0.11	63.78			
	X4 = Parent's material	0.92	0.15	60.59			
LF	X5 = Learning modules	0.93	0.13	66.95	0.9625	0.8653	Valid & Reliable
	X6 = Play equipment	0.90	0.19	65.94			
	X7 = Enrichment books	0.91	0.11	70.70			
	X8 = Communication tech.	0.95	0.10	72.35			
LD	X9 = Teaching materials	0.89	0.21	57.64	0.9243	0.7539	Valid & Reliable
	X10 = Playing equipment	0.78	0.38	53.28			
	X11 = Monitoring & evaluation	0.89	0.20	57.37			
	X12 = Utilization of ICT	0.90	0.19	57.62			
CI	X13 = Reading gardens	0.94	0.11	67.57	0.9670	0.8800	Valid & Reliable
	X14 = Playing facilities	0.92	0.11	70.44			
	X15 = Environmental monitoring	0.98	0.01	68.38			
	X16 = Religious and national holidays	0.87	0.24	62.91			
PA	X17 = Adaptation	0.86	0.25	29.72	0.9422	0.7654	Valid & Reliable
	X18 = Critical thinking	0.85	0.27	56.10			
	X19 = Initiative	0.87	0.21	53.27			
	X20 = Self-direction	0.84	0.25	52.11			
	X21 = Media literacy	0.91	0.17	57.58			
LFH	X22 = Parent's ability	0.90	0.20	67.41	0.9005	0.6479	Valid & Reliable
	X23 = Social aspects	0.61	0.63	49.19			
	X24 = Emotional aspects	0.78	0.38	56.45			
	X25 = Character aspects	0.81	0.35	56.96			
	X26 = Moral aspects	0.89	0.20	60.03			

CLO	X27 = Character building	0.86	0.26	49.30			
	X28 = Responsibility	0.89	0.20	55.65			Valid &
	X29 = Social adjustment	0.80	0.36	53.59	0.9303	0.7279	Reliable
	X30 = Self-reliance	0.90	0.19	56.40			
	X31 = Continuing study	0.81	0.35	53.70			

Source:Study indicators contribute to the implementation of early childhood education in the covid-19 pandemic, 2022.

The most important aspect of the output of the confirmatory factor analysis is the Goodness of fit statistic, considering that CFA is a method for testing the model. Basically, the evaluation of the model fit is carried out based on several criteria, namely the overall model assessment and the significance of the parameter estimates for each item (Byrne, 1998). The overall model assessment can be obtained based on the model fit index (goodness of fit statistics) generated by LISREL. The most common model accuracy index is the Chi-Square value to assess whether the model is fit or not. However, it is recommended to look at other parameters for the assessment of model fit, including: RMSEA, GFI, AGFI, CFI, and so on (Byrne, 1998, Hair et al, 2010; Haryono & Wardoyo, 2017).

In this study, the model suitability criteria are presented in table 2, with the conclusion that the criteria for most of the models are stated to be good or fit and can answer the theory built. These results become the basis for further reviewing the structural relationship between variables and the contribution of indicators to each of the variables studied.

Table 2. The results of the SEM model suitability criteria

Goodness-of-Fit	Cutt-off-Value	Results	Conclusion
RMR (Root Mean Square Residual)	$\leq 0,05$ atau $\leq 0,1$	0.010	Good Fit
RMSEA (Root Mean square Error of Approximation)	$\leq 0,08$	0.0168	Good Fit
GFI (Goodness of Fit)	$\geq 0,90$	0.95	Good Fit
AGFI (Adjusted Goodness of Fit Index)	$\geq 0,90$	0.94	Good Fit
CFI (Comparative Fit Index)	$\geq 0,90$	0.95	Good Fit
Normed Fit Index (NFI)	$\geq 0,90$	0.96	Good Fit
Non-Normed Fit Index (NNFI)	$\geq 0,90$	0.96	Good Fit
Incremental Fit Index (IFI)	$\geq 0,90$	0.97	Good Fit
Relative Fit Index (RFI)	$\geq 0,90$	0.97	Good Fit

Source: Study indicators contribute to the implementation of early childhood education in the covid-19 pandemic, 2022.

Structural relationship

Based on the analysis of the validity and reliability, as well as the suitability of the model, the resulting structural relationship between the variables and indicators studied in the model is shown in figure 2 below. Furthermore, table 3 shows the results of hypothesis testing between study variables.
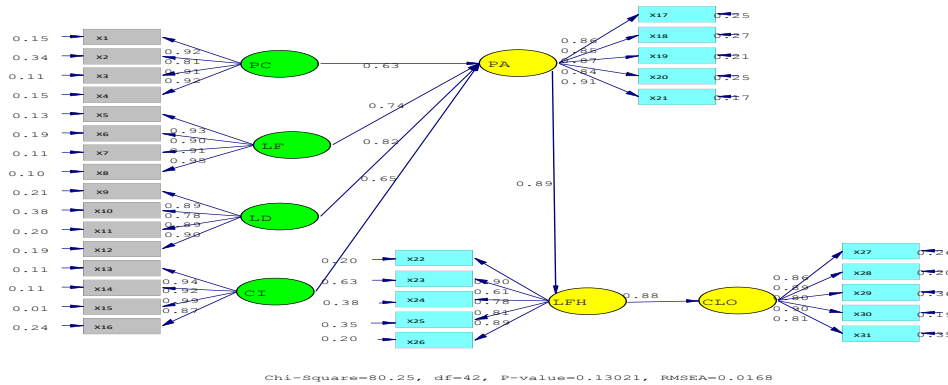

Chi-Square=80.25, df=42, P-value=0.13021, RMSEA=0.0168

Figure 2. Standardized Loading Factor

Source: Study indicators contribute to the implementation of early childhood education in the covid-19 pandemic, 2022.

Table 3. Hypothesis Test

Hypothesis		SLF	T-Count	Conclusion
EC ⟶	PA	0.63	50.96	Significant
LF ⟶	PA	0.74	60.54	Significant
LD ⟶	PA	0.82	64.56	Significant
CI ⟶	PA	0.65	55.49	Significant
PA ⟶	LFH	0.89	60.09	Significant
LFH ⟶	CLO	0.88	65.53	Significant

Source: Study indicators contribute to the implementation of early childhood education in the covid-19 pandemic, 2022.

Discussion

Hypothesis testing found that the Parental Assistance (PA) variable had a significant effect on children's learning from home (LFH) with a

coefficient value of 0.89. The most influential variable on PA is Learning Development (LD) with a coefficient value of 0.82, followed by Learning Facilities (LF) with a coefficient value of 0.74, Community Involvement (CI) with a coefficient value of 0.65, and finally the ECE Curriculum (EC) with a coefficient value of 0.63. These results indicate that the implementation of learning from home in ECE depends on the participation of parents' assistance at home, and

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the parents themselves are influenced by the development of learning by the teacher, the availability of learning facilities (especially digital technology, learning modules, and play equipment), and the use of the curriculum.

The effect of LD, LF, CI, and EC on parental assistance (PA) can be seen in indicators of technology availability (PC/Laptop/HP/or other) and ability to interact and communicate with educators and use it in children's learning at home. The contribution of this indicator (x21) shows a value of 0.91, followed by the contribution of the ability to take initiative to children's learning needs (x19) of 0.87, the ability to adapt to online learning (x17) of 0.86, critical thinking skills in choosing teaching materials appropriate support for children (x18) is 0.85, and the ability to direct oneself in educating, supervising, and evaluating children's learning (x20) is 0.84.

In the variable Learning Development (LD), the strongest indicator that contributes to LD is the ability of teachers to develop and utilize ICT in providing online learning to children at home (x12). Figure 2 shows the contribution value given is 0.90, followed by indicators for the development of learning material preparation (x9) and learning supervision and evaluation (x11), with the same contribution value of 0.89. The play equipment indicator has the lowest contribution with a value of 0.78, possibly because it is difficult for parents to fulfill game tools to support learning at home. Although there are game tools, they are not necessarily in accordance with learning, and are difficult to obtain by buying them at toy stores.

The results above also show that the success or failure of online learning for ECE children is largely determined by the availability of digital technology and the ability to develop and use it by teachers and parents. From the teacher's perspective, the ability to use digital technology with the support of a strong internet network, preparation of learning materials, as well as monitoring and evaluation of learning outcomes are a series of teaching and learning activities that must be fulfilled in online learning. The use of technology is also a requirement for interacting and communicating effectively between teachers and parents, especially regarding the delivery of messages for teaching materials and other tasks.

This series of learning activities tends not to achieve good children's learning outcomes, if parents do not have the skills to take advantage of digital technology. In the PA variable, the use of instructional media does provide the strongest value contribution in supporting the role of parents in their children's LFH.

The next variable is Learning Facilities (LF) which also has a significant influence on parental assistance in children's learning. The strongest indicator on the LF is the availability of information and communication technology (x8) with a value contribution of 0.95, followed by the contribution of the learning module availability indicator (x5) of 0.93, the contribution of indicators of the availability of enrichment books. such as: story books/fairy tales, picture coloring books, and others (x7) of 0.91, and the contribution of the indicator of the availability of play equipment (x6) of 0.90. These results further confirm that the availability of digital technology in the form of PC/Laptop/Hp, etc. is a basic need for online learning for children at home. Various studies have shown that not having and being unable to develop and utilize digital technology by teachers and parents tends to hinder children's online education at home, and vice versa (Anita, 2020; Harahap, Dimyati, & Purwanta, 2021). Likewise, not having enrichment books (story/fairy tale books, picture coloring books, and religious story books). Even game tools tend to occupy the lowest contribution position, because parents may not be able to provide to support children's learning at home. The latter shows that the principle of learning through play tends to be difficult to implement in children's learning at home, so that children are often given certain memorization tasks, such as: letters in the Qur'an for Muslim families, names of heroes, names of provinces and capitals, and others.

Another variable that affects parental assistance to children's online learning is community involvement (CI). The strongest indicator that contributes to this CI variable is monitoring activities on cleanliness, health, and safety of the surrounding environment (x15) with a value of 0.98, followed by participation in the provision of reading parks (x13) with a value of 0.94, providing playground facilities (x14) with a value of 0.92,

and the contribution of religious activities and national holidays (x16) with a value of 0.87. In online learning, monitoring activities by the community on the environment are considered important, especially considering that children are mostly at home and hanging out with peers around them. Especially in playing with peers, it is expected that children will face a clean, healthy, comfortable, and safe environment. In the current pandemic situation, community involvement is expected to be active in implementing strict health protocols to prevent the spread of Covid-19.

The participation of other community elements is the provision of reading parks, playgrounds, as well as the implementation of worship activities and the commemoration of national holidays. Through the reading garden supported by a clean, comfortable and sterile place, children can use it to read or borrow while taking it home. The availability of books at the reading park is also beneficial and supports parents to borrow books to support their children's learning process. Another community involvement is providing a children's playground in the neighborhood to share fun and hang out with their friends. Once again, during a pandemic like today, community participation is needed to closely monitor and create a clean, healthy and safe environment around them (Jene, 2013; Hidayatulloh, 2014; Saepudin, Sukaesih, & Rusmana, 2017; Zahroh & Na'imah, 2020; Latifah, 2020). The same hope is aimed at community activities in the religious aspect and commemorating national holidays in the surrounding environment.

Another variable is the use of Curriculum (EC). The strongest indicator that contributes to the EC variable is the use of the national curriculum (x1) and teaching materials by parents themselves (x4) with a value of 0.92, followed by the school curriculum (x3) of 0.91, and the emergency curriculum (x2) of 0.81. The interesting thing is that the x1 and x4 indicators show the same contribution value, which also means that parents prefer to use the national curriculum and teaching materials sourced from themselves in their children's online learning. According to the parents of the students, the national curriculum has gone through an in-depth study from related experts. The learning provided by parents also

tends to be guided by the materials and objectives in the national curriculum, realized by providing fairy tale books that are appropriate for the child's age, drawing and coloring, providing play equipment, providing additional activities such as private lessons (for example; calling the Koran teacher home). ,   etc. The curriculum by educational institutions is also favored, but often cannot be fully implemented, even less suitable for children's learning. The obstacle faced is the use of certain play equipment which often cannot be fulfilled by parents. From the use of the emergency curriculum issued by the government, the results of interviews with a number of principals, teachers, and parents tend to say that it is only a simplification of the national curriculum. The emergency curriculum is the separation of learning materials by the government for children's online learning from home which sometimes cannot be applied.

As stated above, the Parental Assistance (PA) variable has a significant influence on children's learning at home (LFH). The influence of PA on LFH seems to demand the ability of parents to adapt to help their children's education at home (x22), followed by the importance of fostering moral aspects (x26), developing character aspects (x25), fostering emotional aspects, and finally planting social aspects (see: table 1). These results indicate that the success of children's LFH really needs the adaptability of parents as people who help children learn at home, because of changes in learning patterns. Adaptability of parents is needed to be able to give students the same opportunity to get the desired learning outcomes (Haddad, 2020). Parents are expected to be able to deliver messages of learning that are systematic, structured, and have specific goals. This adaptation is not only related to smooth communication with educators, but also other aspects, ranging from the provision and skills to use digital technology, delivery of material to children, perseverance, to meeting the needs of learning facilities.

From this study it was found that children's learning at home primarily refers to aspects of moral development, such as: independence, self-confidence, responsibility, courtesy, patience, perseverance, and so on. Aspects of character

Iskandar Agung[1], Yendri Wirda[2], Etty Sofyatiningrum[3], Nur Listiawati[4], Widodo[5], Siswantari[6], Simon Sili Sabon[7], Bagus Hary Prakoso[8]

building occupy the next priority, especially related to religious values and behavior and nationalism, such as: devotion to worship, love of the homeland, introduction of state symbols, recognizing national heroes and heroic behavior, and so on. The last is the social aspect, such as: respect for older people, use of language, polite behavior, and so on. Of course, in reality, parents find it difficult to distinguish the aspects of the teaching materials mentioned above, which are carried out overlapping and related to each other.

Ability to adapt to changes in children's learning patterns, effective interaction and communication with educators, use of digital technology, emphasizing learning on moral, character, emotional, and social aspects, have a positive impact on children's learning outcomes. This study found that learning outcomes will be independent, responsible, character building, adjustment to the social environment, and readiness to continue their studies. With good directions and processes, parental learning of children at home will be independent in doing tasks/work, not depending on others, and responsible for completing tasks/work. Children's character will develop, both related to religious awareness and behavior, nationality, and respect for others. Children will understand and enjoy the learning process better, so they are ready to continue their studies in the future.

Conclusion

This study found that parental assistance in online ECE learning at home is influenced by various variables, including: curriculum, learning facilities, learning development, and community involvement. The strongest indicators that contribute to the curriculum variable are the national curriculum and teaching materials sourced from parental initiatives. In the learning facilities variable, the strongest indicator is the availability of digital technology and learning modules. In the variable of teacher learning development, the strongest indicator is the teacher's ability to develop and utilize ICT, prepare learning materials, and carry out routine monitoring and evaluation of children's learning activities. In the community involvement variable, the strongest indicator is participation in maintaining cleanliness, health, and

environmental safety, as well as providing a reading garden for children. All these variables and indicators need to be considered by parents in accompanying children to study at home.

On the other hand, the implementation of LFH really requires the ability of parents to adapt to changes in children's learning patterns, from face-to-face to online. In this online learning, both teachers and parents need to put emphasis on the development of moral, character, emotional, and social aspects. This emphasis will have an impact on the success or failure of children's education, both in developing awareness and attitudes of independence, responsibility, character, social, and interest in continuing their studies.

Acknowledgement

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