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Section A-Research paper

FAMILY EXISTENCE IN EARLY CHILDHOOD ONLINE LEARNING ASSISTANCE AND LEARNING OUTCOMES ACHIEVED DURING THE COVID-19 ERA IN INDONESIA

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Abstract

The era of online learning triggered by Covid-19 has created various problems for parents in Indonesia, especially those with early childhood. This is because the early childhood learning process requires assistance, but parents' mastery of online learning technology is weak. This study aims to analyse the existence of parents in online learning assistance for early childhood. The existence of parents includes the performance and credibility of parents in assisting early childhood online learning to learn outcomes during the Covid-19 era in Indonesia. This type of research is an ex post facto survey using a quantitative descriptive approach. The population of this study is parents who have early childhood between 4-8 years from various regions in Indonesia. The research sample was 257 parents who were obtained during the distribution of the instrument through Google Form. The data collection instrument was arranged in the form of a closed questionnaire consisting of 39 questions and each question had four answer choices. The data were analysed by statistical regression univariate two-way analysis of variance using the IBM SPSS 26 calculator. The results of the analysis found that there was a significant influence between family performance and credibility in providing online learning assistance for early childhood on learning outcomes during Covid-19 in Indonesia. The findings of this study can be interpreted that the quality of the role and support of parents in early childhood learning assistance contributes positively to learning outcomes during Covid-19 in Indonesia. The results of this study are useful to provide perspective to school institutions and parents, that parental involvement in online learning assistance for early childhood is very useful for increasing the achievement of children's learning outcomes.

Keywords: Family Existence, Learning Assistance, Family Performance, Family Credibility, Learning Outcomes.

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1. Introduction

The problem of online learning among early childhood caused by Covid-19 has become the center of public attention, both the public, observers, and learning practitioners. Early childhood is the most impactful party related to the presence of online learning from home (Abidah et al., 2020). This can be understood because early childhood cannot yet manage to learn independently (Smaldone & Ritholz, 2011). Meanwhile, the ability of parents is also limited in assisting children's learning through online technology, both in terms of mastery of technology, ownership of online tools, as well as implementation strategies in early childhood learning. The position of people in the family is very important related to the quality of early childhood learning assistance during the Covid-19 period (Dhawan, 2020).

It's a dilemma when the role of parents turns into teachers, the role of children turns into students, the function of the house turns into a learning classroom, playtime turns into study time, persuasive communication turns into instruction, and affection turns into formal interactions, then all interactions at home the stairs will change anyway. In this regard, all family members must be able to display their ability to respond to the presence of information technology in all fields. The existence of the family must be seen as a whole in managing family members and their children in facing the future (Hastasari et al., 2018). Success in achieving this future will be determined by the level of mastery of information technology that is fast, inexpensive, and responsive to change (Bisgaard et al., 2018). The Covid-19 era, which requires children to do distance learning, is predicted to continue even though the Covid-19 era has ended.

The burden on parents is increasing because of misunderstandings about online learning regulations issued by schools and the government during the transition from physical face-to-face schools to online learning from home. Various problems experienced by parents and families of early childhood have contributed to the emergence of confusion and confusion for parents in assisting their children's learning (Yoshikawa et al., 2020). The limitations of various resources and capabilities of parents in online learning are the main triggers for the emergence of various online learning problems in Indonesia (Aliyyah et al., 2020). The panic of parents about the Covid-19 outbreak is also a factor that triggers the emergence of chaotic learning processes among early childhood (Radino et al., 2021; Yoshikawa et al., 2020).

In the Indonesian context, the existence of families in assisting children's learning at home is tested by their readiness to understand all levels of online learning, both software and hardware from information technology devices (Hardika et al., 2020; Radino et al., 2021). The reluctance and fear of parents in touching and learning electronic-based information technology has also given rise to its problems in the implementation of online learning. The powerlessness of families, especially parents of students in welcoming sophisticated learning information technology has also made a real contribution to the chaotic implementation of online learning in Indonesia (Carless & Boud, 2018). Indeed, this problem arose not solely because of Covid-19, but also due to the delay of the Indonesian nation in responding to changes in information very quickly. In the 70s Alvin Tofler once warned, that a wave of information will soon come and will change the entire order of life, both related to physical relationships between humans and the interconnection between life networks in general (Gewirtz, 2019).

The existence of parents in family institutions as the first and foremost place of education for children is being tested during this Covid-19 period (Dias et al., 2020). The roles and responsibilities of parents and family members in the process of character building and increasing children's intelligence become a real phenomenon to be implemented in daily social interactions (Ungar et al., 2013). Not only related to aspects of children's attitudes and maturation, but also in direct contact with children's academic content and substance, especially related to the study of school subjects. The acceleration of virtual communication and online learning triggered by the Covid-19 outbreak has presented a series of problems and extraordinary social panic. Learning activities experienced great shocks due to unpreparedness in the preparation of electronic information devices and human resources (Munastiwi, 2020). Parents of students from early childhood as the first and main learning actors in the family are no less powerful, they also experience chaotic systems and learning rhythms in the family (Greaves & Bahous, 2020). However, this situation must be faced and the responsibility of parents as first and foremost learners must also be carried out.

Unfortunately, the learning patterns and models of the Covid-19 era carried out in the family are much different from the period before the pandemic (Adhe et al., 2020). Now, parents are required to master many things related to devices, materials, media, places, and learning settings that are different from usual (McLean et al., 2018). Virtual communication technology is a basic need that must be mastered well (Jandrić et al., 2020). Unfortunately, again, some parents of early childhood students do not master all the things needed in online learning. Mastery of teaching materials, self-psychological control in

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dealing with the dynamics of children's behavior, fulfilment of hardware and software for learning, and setting the social conditions of the learning environment are problems that must be resolved. The collapse of face-to-face learning in schools has destroyed the ideals of parents in delivering their children's dreams through formal education at school.

Doubts and distrust of parents as the main educators in the family also trigger chaos in the implementation of online learning (Muhdi et al., 2020). Various utterances and jokes on social media that illustrate the helplessness of parents in assisting children in learning have become trending (O'Connor et al., 2017). The performance and credibility of the family seem to have collapsed due to the inability of parents to assist and guide children in online learning. The family attribute as the first and foremost place of education has begun to be tested for its implementation and effectiveness in mentoring learning in the online era. The results of online learning for early childhood are also a variable that must be measured for success. Learning outcomes are tangible evidence of the success of the learning process (Gil-Jaurena & Kucina Softic, 2016). Therefore, the variables of performance and family credibility in online learning assistance for early childhood are very urgent to be revealed clearly with the learning outcomes of children in the online learning era in Indonesia. Based on this description, it is necessary to reveal how the existence of families in providing online learning assistance for early childhood during Covid-19 in Indonesia is reviewed in terms of their performance and credibility in providing learning assistance. What are the learning outcomes achieved by children from the results of parental assistance during Covid-19 in Indonesia? This study aims to determine the existence of early childhood parents in providing learning assistance and learning outcomes achieved by children during Covid-19 in Indonesia.

Literature Review
Family existence in early childhood learning assistance

Family can be interpreted as a symbol of the perfection of human life (Kreppner, 2000). In the family grows human persons who are bound by biological relationships and have the same interests and goals from each member of the family (Wright et al., 2020). The similarity of family interests will be the binding force of the wholeness and sustainability of the existence of family life. Family members have different responsibilities according to their respective obligations and authorities (Heasman & Gillespie, 2018). In a community group and a country with a certain culture, the obligations and roles of family members are not the same as in other community groups and countries. In such a position, the role of parents as an integral part of the family has the heaviest responsibilities related to the care, protection, and education of their children.

In Indonesia, the family has the power of meaning that is highly valued. The family can raise a person's self-image and self-esteem related to his interaction with the social environment (Yusuf et al., 2020; Hardika et al, 2023). Because of the high recognition of the family, anyone who has succeeded in having a family will be considered to have risen to the level of his life. On the other hand, the various weaknesses and inability of the family to meet their needs are not considered a serious problem, even though the family has a heavy burden to meet their needs.

In the context of the competitive life of the information technology era, the existence of the family becomes a pillar and a bet on the quality and survival of their children (Javorsky et al., 2020). The existence of a family must be able to directly manifest its contribution to the lives of family members, especially to the lives of their children. The family's contribution to the fulfilment of children's lives, especially the preparation and provision of early childhood in facing the future, must be done well. Of course, the needs of early childhood that must be met by the family is the preparation of educational provisions that are following the child's life in the future (Kim, 2020). Provision of education provided to early childhood must be adaptive to the demands of children in the future (Lake, 2011).

The presence of the information technology era has also made the family the center of attention and studies related to its ability to adapt information technology for the needs of children's growth and development. Information technology has encouraged a change in the role of parents as caregivers and protectors of children in the family, now they have become teachers of all family members (Hu et al., 2021). The change and increase in the role of parents in the family are also triggered by the presence of the era of online communication in various human interactions, including in learning (Lim & Cho, 2019). The emergence of Covid-19 throughout the world is also a triggering factor and accelerator in the implementation of online learning in Indonesia, even throughout the world. (Adhe et al., 2020).

Parents are forced to be perfect parents both as caregivers, protectors, nurses, family servants, and as teachers for their children. Unfortunately, not all parents in Indonesia have the ability and adaptability to the development of all-digital information technology (Lv et al., 2019). Many factors cause parents in Indonesia and even in the world to be less quick to respond to information technology developments, including limited knowledge, limited ownership of communication tools, lack of

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adaptability, and reluctance to learn about the new information that is present in their environment (Olmstead, 2013).

In the context of information technology, parents and all family members must be encouraged to learn and increase knowledge through various organizations and learning resources in their environment. The experience of parents in participating in social organizations will provide enrichment of knowledge and attitudes in understanding and operating information technology (Eismann et al., 2020). In social organizations, various learning resources are adaptive to the learning needs of their members. Therefore, a person's participation in social organizations is predicted to affect increasing the performance of the person concerned. Likewise, learning experiences outside the formal will affect the credibility and capacity of parents in addressing the problems of life in their environment. Learning outside the formal has a contribution to a person's capacity to master practical skills (Resch & Schrittesser, 2021). Operationalization and understanding of online learning technology will also be lifted by non-formal learning experiences, such as training, courses, workshops, and self-study.

Family performance and credibility in online learning management

The development of family performance and credibility as a child's learning companion in the online era is a must, especially for parents who have early childhood (McLean, 2020). Mentoring children's learning becomes a routine task every day because learning activities at school are changed to learning at home. Families are required to have good performance in assisting their children's learning (Muhdi et al., 2020). Mastery of technology and children's learning content must also be well understood so that parents can provide proper learning assistance (Aisyah et al., 2021). The role of parents and families as learning facilitators, sources of information, and collaborators are very much needed during online learning (Raguindin et al., 2021). Family performance and credibility in mastering children's strategies and teaching materials is an important factor in supporting the achievement of children's learning outcomes.

Family performance in online learning management has a high contribution to its credibility in assisting children's learning (Dias et al., 2020). Likewise, family credibility in assisting children in online learning will also affect children's learning outcomes. Early childhood learning outcomes will be influenced by the presence of the family, be it parents, siblings, housemaids, or babysitters (Patrikakou, 2016). Family performance in supporting the quality of online learning for early childhood can be in the form of ownership of the internet network with its

supporting devices, mastery of children's learning technology, mastery of online learning regulations, mastery of learning content, ability to manage family roles, willingness to learn to add insight, communication skills with children, and understanding of children's character. The credibility of the family in assisting early childhood learning online from home can be seen from the level of trust and recognition of children for what parents do in interaction and learning assistance (Kennedy et al., 2021). Children's trust and acknowledgement of the role of parents is usually manifested in obedience, obedience, joy in being good which is seen in the form of actions and body expressions.

From the results of the study, several indicators that can be revealed related to family performance in the management and mentoring of early childhood online learning include ownership of internet networks, ownership of learning information technology hardware, mastery of learning communication technology, compliance with online learning regulations, mastery of learning content, mastery of learning substance, understanding of children's character, division of roles in assisting children's learning, emotional stability of parents in mentoring children's learning, the closeness of parents with children, the intensity of parent-child communication, online communication skills online technology, collaboration with online learning technology experts, and involvement of family members in learning assistance.

The variable of parental credibility in mentoring early childhood learning can be revealed through several indicators, namely ownership of the internet network, ownership of learning technology devices, mastery of online communication network technology, compliance with regulations on online learning, mastery of learning content, mastery of implementation of learning materials, understanding of a character. children, managing the emotional stability of parents in assisting children's learning, the closeness of parents with children, and the intensity of parental communication with learning resources.

Early childhood online learning outcomes

The era of online learning triggered by Covid-19 has provided a burden as well as learning for all parties to adapt to online information technology. Including parents of early childhood also prepare and prepare themselves to be adaptive to online learning. Early childhood is the party that has the most impact on the era of the implementation of online learning because early childhood does not yet have the independence in managing learning strategies. Meanwhile, not all parents can provide online technology-based learning assistance. Many factors affect the existence of families in providing online learning assistance to early childhood, both internal factors from parents

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and external factors originating from the social environment.

Indicators of online learning outcomes in the perspective of early childhood education and development can be seen from the various expressions that are raised by children. Expression of early childhood reflects his attitude towards an object that is interrelated and interacts with him. These expressions can be in the form of verbal expressions, actions, and the appearance of body gestures when learning is taking place. The results of early childhood learning are measured by verbal expressions, actions, and aura body gestures in response to objects received. Early childhood

responses to objects will reflect their state, both psychological and physical. Of course, the assessment and learning outcomes of early childhood are different from those of high school students. Preschool education prioritizes the growth and development and improvement of children's readiness to enter the school level, especially matters related to self-confidence, the courage to interact with the environment, the courage to speak, the courage to present oneself, the courage to perform and work, and the readiness to enter educational institutions in Indonesia. outside the family. The following shows a series of interrelated variables in online learning assistance for early childhood.

Figure 1. The Relationship of Family Existence in Online Learning Assistance and Outcomes

In Figure 1, it can be explained that the critical area of online learning faced by families is efforts to improve family performance and credibility in mastering adaptive learning information technology for early childhood development. These two variables significantly affect the acceleration of early childhood learning outcomes during the Covid-19 period. The implementation of online learning in the perspective of performance analysis and credibility of family institutions as educational institutions must first and foremost be supported by mastery of learning information technology by parents and all family members.

Research hypothesis

Based on the background description and theoretical studies that have been described above, there are two independent variables and one independent variable. The independent variables are (1) family performance in online learning assistance for early childhood, and (2) family credibility in providing online learning assistance for early childhood. While the independent variable in this study is the results of early childhood learning obtained during the Covid-19 era in Indonesia. Related to these variables, the hypothesis of this research can be formulated as follows (a) there is a significant effect between family performance in online learning assistance for early childhood on children's learning outcomes during the online learning era, and (b) there is a significant influence between family credibility in providing

online learning assistance on early childhood learning outcomes in the online learning era, and (c) there is a significant influence between family performance in online learning assistance and family credibility in providing early childhood online learning assistance to children's learning outcomes during the Covid-19 period in Indonesia.

2. Method

Research design

This study uses a survey approach to the type of ex post facto research (Derakhshanrad & Piven, 2018). Ex post facto is carried out on the implementation of online learning assistance for early childhood by parents from home. This study aims to determine the existence of families in online learning assistance for early childhood. Family existence includes the influence of family performance and credibility in providing online learning assistance for early childhood on children's learning outcomes achieved during the Covid-19 period in Indonesia. The study population includes people who have early childhood 4-8 years throughout Indonesia who are studying in preschool and lower grade elementary schools. The research sample uses area random sampling technique by distributing instruments to respondents through Google Form application technology.

Furthermore, to ensure greater accessibility to respondents in filling out questionnaires, the

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management network of the Association of Early Childhood Educators from the District, City/Regency, Province, and National levels is used as a network for distributing instruments. The research sample was 257 parents who were obtained randomly through Google Form technology covering Eastern Indonesia, Central Indonesia, and Western Indonesia. The research design can be seen in Figure 2.
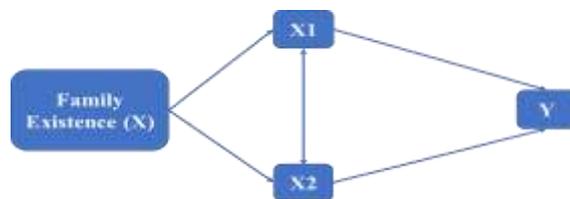
Figure 2. Research Design

Based on Figure 2, X is Ki information and X1 is family performance in the management of early childhood online learning. Meanwhile, X2 is family credible in early childhood online learning assistance and Y is early childhood learning outcomes during Covid-19 in Indonesia.

Research instrument

The data collection instrument was arranged in the form of a closed questionnaire. Each question provided four answer options that described the quality of the answers for each option in each question. There are 39 questions to reveal the three variables of this research, namely family performance in learning assistance, family credibility in learning assistance, and early childhood learning achievements in the Covid-19 era in Indonesia. Data was collected by sending a questionnaire to all respondents through the Google Form application technology. This technique was chosen according to the situation during the Covid-19 period, which required everyone to keep their distance and not to come into direct contact so sending questionnaires through virtual technology was considered very appropriate.

Analyzing of data

The data analysis technique used in this study begins with analyzing the feasibility of the research instrument, namely a questionnaire to measure the effect of family performance and credibility in conducting online learning assistance for early childhood on learning outcomes. The feasibility analysis of the questionnaire conducted in this study included an analysis of the validity and reliability of the questionnaire. Analysis of the validity of the statement items in this research questionnaire uses the validity of the product-moment Pearson correlations through the help of the SPSS program. After obtaining the Pearson correlations value for each item, the next step is to find the r table value for the number of items at a significance level of 5%. The value of the r table for N = 39 at a significance level of 5%, which is 0.316. Furthermore, the value of the r table is compared with the calculated r-value that has been known previously through IBM SPSS 26 analysis. The decision making is that if the calculated r-value is greater than the r table value, then the questionnaire item is valid. The reliability analysis of the questionnaire in this study was carried out using the Cronbach Alpha equation through the help of the IBM SPSS 26 program. If the Cronbach Alpha coefficient value is greater than 0.60, then the measurement instrument used in this study can be said to be reliable (Taber, 2018). The data analysis technique used to answer the objectives of this research is using multiple regression analysis with the help of the SPSS program.

3. Results

Questionnaire validity and reliability

This research was conducted using a measurement instrument in the form of a questionnaire. Before being used to measure the effect of family performance and credibility in conducting online learning assistance for early childhood on learning outcomes, the questionnaire in this study was conducted with a feasibility test. The feasibility test of this research instrument is intended so that the instrument used is valid and reliable. The results of the questionnaire validity test in this study can be seen in Table 1.

Table 1. Questionnaire validity test results

Item Number	Pearson Correlation	Information
1	0.399	Valid
2	0.316	Valid

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3	0.361	Valid
4	0.356	Valid
5	0.389	Valid
6	0.391	Valid
7	0.482	Valid
8	0.581	Valid
9	0.601	Valid
10	0.350	Valid
11	0.387	Valid
12	0.399	Valid
13	0.370	Valid
14	0.379	Valid
15	0.369	Valid
16	0.360	Valid
17	0.448	Valid
18	0.352	Valid
19	0.583	Valid
20	0.337	Valid
21	0.343	Valid
22	0.489	Valid
23	0.379	Valid
24	0.365	Valid
25	0.403	Valid
26	0.421	Valid
27	0.392	Valid
28	0.358	Valid
29	0.364	Valid
30	0,504	Valid
31	0.413	Valid
32	0.496	Valid
33	0.515	Valid
34	0.393	Valid
35	0.381	Valid
36	0.326	Valid
37	0.632	Valid
38	0.409	Valid
39	0.349	Valid

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After obtaining the Pearson correlations value for each item, the next step is to find the r table value for the number of items at a significance level of 5%. The value of the r table for N = 39 at a significance level of 5%, which is 0.316. Furthermore, the r-value of the table is compared with the calculated r-value that has been known previously through SPSS analysis. The decision making is if the calculated r-value is greater than the r table value, then the questionnaire item is valid. Based on Table 1, all questionnaire items are valid. The statement items in the questionnaire are valid with the smallest person correlation value, namely item number 2 of 0.316. The next stage is to test the reliability of the questionnaire used to measure the effect of family performance and credibility in conducting online learning assistance for early childhood on learning outcomes. The reliability test of the questionnaire in this study was carried out using the Cronbach Alpha equation with the help of the SPSS program. The results of the questionnaire reliability test in this study can be shown in Table 2.

Table 2. Questionnaire reliability test results

Cronbach's Alpha	N of Items
0.854	39

Based on the results of the questionnaire reliability test presented in Table 2, the questionnaire reliability score is 0.854. A measuring instrument whose reliability is analysed using the Cronbach Alpha equation if the Alpha coefficient value is more than 0.60, then the measuring instrument can be said to be reliable. (Taber, 2018). Based on the results of the questionnaire reliability test presented in Table 2, the questionnaire reliability score is 0.854. A measuring instrument whose reliability is analysed using the Cronbach Alpha equation if the Alpha coefficient value is more than 0.60, then the measuring instrument can be said to be reliable.

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The following presents the average percentages for the three variables revealed in this study, namely family performance, family credibility, and early childhood learning achievement.
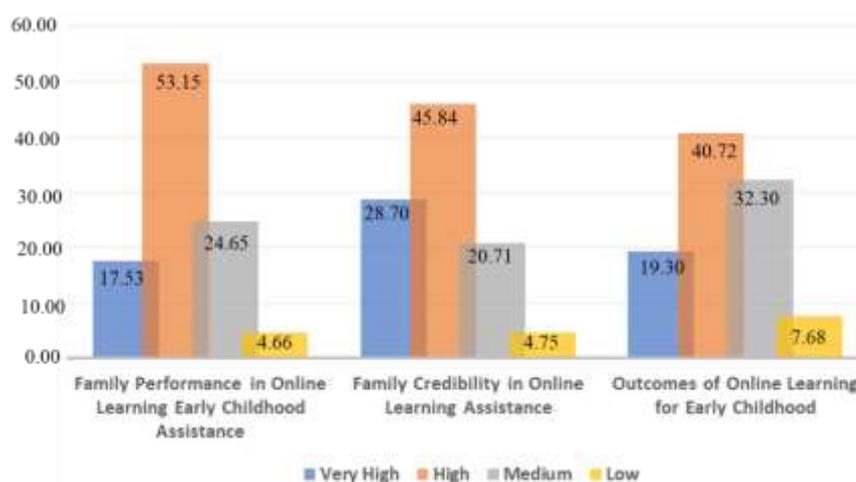

Figure 3. Family Existence in Online Learning Assistance

Based on Figure 3 the percentage figures of the three research variables, it can be explained that the quality of performance and family credibility in early childhood assistance in the Covid-19 era is relatively the same and does not show extreme differences. The distribution of percentage figures for each level of performance and credibility also moves relatively constant between very high, high, medium, and low levels. However, the achievement of scores on these variables is interesting to be studied further, especially related to the significance test between the independent variables on the dependent variable.
It can be further explained that the family performance variable reaches a High Level with a score of 53.15, the family credibility variable reaches a High Level with a score of 45.84, and the learning achievement variable also reaches a High Level with a percentage score of 40.72. For the independent variable, the Very High Level was achieved by the family credibility variable with a percentage score of 28.70 followed by the family performance variable of 17.53. The achievement of early childhood learning outcomes from the parental mentoring process produces a linear level with the performance and credibility of the family in aiding, where the highest achievement of the three variables is the High Level.

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The achievement of scores for the low level of the three variables shows relatively the same numbers so that in general the performance and family credibility variables in assisting children's online learning contribute positively to the achievement of children's learning outcomes in the Covid-19 era. To find out exactly the effect of the performance variable and family credibility on the achievement of children's learning outcomes, it can be examined in the following inferential statistical analysis.

The effect of performance and family credibility on learning outcomes

After the questionnaire developed in this study obtained decent results, the next step is to use the questionnaire to measure the influence between performance and family credibility in conducting online learning assistance for early childhood with children's learning outcomes. This research was conducted during the Covid-19 era. The results between performance and family credibility in providing online learning assistance for early childhood have a positive influence on children's learning outcomes during the Covid-19 period as shown in Table 3.

Table 3. F Test results on family performance and credibility on learning outcomes

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.470	2	53.235	3.399	.000
	Residual	422.897	27	15.663		
	Total	529.367	29			

Based on the results of the F test on the family's performance and credibility on the learning outcomes presented in Table 3, the significance value or sig. of 0.000. Regarding the value of sig. less than 0.05 or sig <0.05, then the variables of performance and family credibility in online learning assistance for early childhood together or simultaneously affect the variables of early childhood learning outcomes in the online learning era in Indonesia. That is, the two independent variables involved in this study consisting of the performance and credibility of the family in online learning assistance for early childhood have a positive influence on the learning outcomes of early childhood in the era of online learning in Indonesia. Meanwhile, the percentage of the influence of the performance variable and family credibility in online learning assistance for early childhood on the learning outcomes of early childhood in the online learning era in Indonesia can be shown in Table 4.

Table 4. The total effect of performance and family credibility on learning outcomes

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
	.654	.428	.433	1.389

Based on the data presented in Table 4, the influence of the performance variable and family credibility in online learning assistance for early childhood on the variables of early childhood learning outcomes in the online learning era in Indonesia according to the results of multiple regression tests has been confirmed with R = 0.654 and R Square = 0.428. In other words, the results of the regression coefficients show that the performance and family credibility variables in online learning assistance for early childhood are effective in influencing early childhood learning outcomes in the online learning era in Indonesia by 42.80% and the remaining 57.20% is influenced by other variables not examined in the study. this. Thus, the performance and credibility of families in online learning assistance for early childhood is effective in influencing early childhood learning outcomes during the Covid-19 pandemic in Indonesia. Furthermore, to find out the percentage of influence given by each independent variable on the dependent variable in this study, it can be done by conducting a t-test. The results of the t-test on the performance and family credibility variables on learning outcomes can be shown in Table 5.

Table 5. Results of t-test on family performance and credibility on learning outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

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1	(Constant)	10.261	8.597		1.193	.002
	Family Performance in Online Learning Assistance (X1)	.411	.249	.369	1.651	.001
	Family Credibility in Online Learning Assistance (X2)	.184	.208	.476	.884	.004

Based on the results of the t-test on the performance and credibility of the family on the learning outcomes presented in Table 5, the significance value or sig. for the family performance variable in online learning assistance (X1), which is 0.001. Regarding the value of sig. less than 0.05 or sig <0.05, then the variable of family performance in online learning assistance affects the variable of early childhood learning outcomes during the Covid-19 pandemic in Indonesia. The magnitude of the effect produced by the family performance variable in online learning assistance on early childhood learning outcomes can be seen from the Beta value of 0.369 or 36.90%. Meanwhile, the significance value or sig. for the variable of family credibility in online learning assistance (X1), is 0.004. Regarding the value of sig. less than 0.05 or sig <0.05, then the variable of family credibility in online learning assistance affects the variable of early childhood learning outcomes during the Covid-19 pandemic in Indonesia. The magnitude of the influence generated by the family credibility variable in online learning assistance on early childhood learning outcomes can be seen from the Beta value of 0.476 or 47.60%. Thus, it can be shown that the variable that has the greatest influence on early childhood learning outcomes during the Covid-19 pandemic in Indonesia is the family credibility variable in learning assistance.

4. Discussion

The existence of parents in the family in online learning assistance for early childhood has presented many phenomena and problems (Munastiwi, 2020). The phenomenon of rising parental awareness in understanding online learning strategies has become an agreement between parents and family members. However, some problems must be faced and resolved by the parents of the participants related to their ability to provide learning tools and information technology software. Family performance must be prepared and built with adequate technological tools and support for the implementation of online learning for early childhood. The existence of a significant influence between family performance and early childhood learning outcomes has proven that the existence of a family is very important in supporting children's development. This is very important because it has been proven that family performance in online learning has a significant effect on early

childhood learning outcomes in the Covid-19 era. Family performance must of course agree with all family members because the nature of the family is to cover the whole of parents, children, grandfathers, grandmothers, uncles, brothers, sisters, and even includes babysitters and household assistants (Wright et al., 2020). The concept of family in Indonesian culture is indeed very broad, not only father, mother, and child. The concept of an extended family is a characteristic of Indonesian culture in interpreting family. Therefore, in the context of learning mentoring, each family member must have the capacity and capability in mastering strategies and learning content carried out by family members.

The performance of parents in the family has been proven to be able to lift children's confidence to produce positive learning outcomes. Children can increase their learning capacity with positive responsive actions according to their level of development and growth. Early childhood always makes parents and other parties role models in the formation and development of themselves (Subur, 2017; Hardika et al, 2020). The results of early childhood learning are indeed starting from the ability to imitate the behavior and phenomena that occur around them. In this regard, the public figures of children, including, in this case, are parents who must be able to provide an adaptive example for children's development following their demands.

Several aspects related to online learning assistance for early childhood that must be considered include (1) ownership of the internet network, (2) ownership of learning information technology hardware, (3) mastery of learning communication network technology, (4) compliance with regulations on online learning by schools, (5) mastery of learning content, (6) mastery of the substance of learning materials, (7) understanding of children's character, (8) division of the roles of mothers and fathers in assisting children's learning, (9) emotional stability of parents in assisting children's learning, (10) parent-child closeness, and (11) parent-child communication intensity.

In the study of family sociology, several aspects can provide attachment and dependence related to meeting the needs of family members (Riala et al., 2003). These aspects include meeting the survival needs, namely eating, drinking, clothing, and housing. In addition to meeting these basic needs, efforts to

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fulfil future investments are also needed, namely education. Education is the main pillar in ensuring a more dignified survival for the needs of oneself, others, and the surrounding environment (Yulianti et al., 2020). In this context, the family must have good credit, because parents and family members are the main places for early childhood growth and development in reaching the future.

The influence of family credibility in assisting early childhood online learning on children's learning outcomes has proven that children need the existence of a credible family in mastering information technology-based online learning. This credibility is very much needed along with the development of the digital era which prioritizes the role of information technology. Mastery of information technology by family members will be able to support the acceleration of children's learning outcomes in the Covid-19 era.

The credibility of the family as the first and foremost educational institution has great consequences in building the quality and integrity of the family. Families are required to have understanding and knowledge that is relevant to the current developments (Bender et al., 2010). The development of online learning in the Covid-19 era has also encouraged families to try to increase their credibility so that they are trusted and recognized by children in guiding and assisting children's learning. Families must have the adaptability to the development of information technology that can support the development of early childhood in various aspects of development (Greenhalgh et al., 2018). The results of early childhood learning in the form of verbal expressions, actions, and auras or body gestures are specifically influenced by the credibility of the family in displaying the ability of learning assistance to their children (Lai et al., 2018). Family credibility also affects children's confidence in planning for the continuation of their learning.

Family credibility indicators in this context are measured by (1) children's trust in the role of parents, (2) children's recognition of their parents' performance, (3) children's obedience to parents' suggestions and invitations, (4) children's courage to ask parents for help, (5) appreciation of children to parents, and (6) appreciation of other family members to parents. In subsequent developments, the development of children is strongly influenced by the existence of parents in the family. Public acknowledgement of the existence of the family as the first and foremost learner is certainly also influenced by the credibility of parents in playing themselves as mentors, educators, directors, protectors, lovers, and motivators for their children's future. Improvements to the online learning system at home for early childhood will also be carried out by

considering the results of this study, especially determining critical issues for improvement and assistance to parents.

The family as the first and foremost educational institution for early childhood is tested by the implementation of an online learning program from home as a result of Covid-19 (Yoshikawa et al., 2020). Parents as the driving force of the family in carrying out education, learning, and the intelligence of their children are challenged to play their function as learning companions for children through online learning (Cantor et al., 2019). As an institution that has strong legal and socio-religious ties, the family has social and moral responsibilities in carrying out its functions as educators and lifelong learners who prioritize the principles of closeness and affection (Anders et al., 2012).

The chaos of learning in the family arises when online learning in early childhood families becomes a school policy related to the Covid-19 (Yoshikawa et al., 2020). Many things related to learning targets are not implemented and cannot be achieved due to the limitations of parents in mastering online learning. Limited ownership of electronic learning tools and mastery of intelligent information technology are also important factors in the chaos of online learning from home. Parents as first and foremost educators become degraded and submissive in front of electronic learning devices (Husain & Kumar, 2014). Children as parties who have the right to receive learning assistance in various ways have also failed to get this. Each family member has become a powerless party in strengthening learning at home. Related to this, family members are required to have the ability and intelligence to operate information technology devices for the benefit of children's learning. Ownership of communication technology devices is also an obligation for all parties related to learning activities. The involvement of all parties in welcoming and mastering the development of digital technology will be able to increase the speed of children's learning (Gounaridou et al., 2021). Learning assistance for early childhood is a must that cannot be postponed for any reason. Early childhood educators must be adaptive to the presence of various digital technologies that are completely automated and disruptive (Hu et al., 2021).

The cultivation of children's character which has been a family jargon in children's education has also been proven to have been reduced due to the collapse of the school as a very well-established educational institution (Clipa & Iorga, 2013; Pietig, 1977). This happened because it turned out that families were unable to take over the role of schools that were powerless due to Covid-19 (Zaharah & Kirilova, 2020). Children are prohibited from attending school because of the potential for crowds at school to cause

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exposure to Covid-19, while families do not master the principles of online learning carried out at home (Abidah et al., 2020). Even more fatal, the limitations of families in educating children are also caused by limitations in managing and mastering the content and creating a "school" climate within the family. In a situation like this, the learning atmosphere cannot be realized so that the patterns and processes of learning interactions carried out in the family cannot reflect the learning interactions between educators and students, between children and parents, and between teachers and students as has happened so far in school (Ferri et al., 2020).

Chaotic learning interactions between teachers and children at school are also triggered by the interaction of parents as children's companions that can't go well (Sheridan et al., 2020). This is because each child and parent has experienced a change in the pattern of relationships that originally adhered to the principles of honing, loving, and nurturing now turning into a formal relationship between students and teachers. (Peck et al., 2015). The principle of affection is reduced because of changing learning outcomes from the formation of children's character to increasing cognitive intelligence (Brock et al., 2009). Parents are the parties who are directly responsible for fulfilling children's learning outcomes that are cognitive intelligence and other knowledge, all of which are requirements for children's graduation in attending school (Font et al., 2018). Therefore, strengthening parents in terms of mastery and understanding of online learning strategies must be carried out immediately, especially parents who lack access to information on online learning developments.

5. Conclusion

Based on the findings of this study, it can be concluded that there is a significant influence between family performance and credibility in providing online learning assistance for early childhood on learning outcomes during Covid-19 in Indonesia. The findings of this study can be interpreted that the quality of the role and support of parents in assisting early childhood learning makes a positive contribution to learning outcomes during Covid-19 in Indonesia. Families must be more empowered and improve the quality of their carrying capacity in assisting early childhood learning, both online and offline during the endemic period after the Covid era passed.

Study habits during the Covid-19 period did not disappear and instead became a new change of civilization in learning innovation. Children, families, teachers and science and technology in synergy must further strengthen innovation to respond to adaptive learning to meet challenges in the 5.0 era. Recommendations for further research include at least a learning method that participates in developing adaptability for adults in accompanying children to learn comprehensively in the formation of a complete personality as a human being and responsive to various global changes.

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