



Level of Early childhood Independence in Learning During the COVID-19 Pandemic in PAUD

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Abstract

The COVID-19 outbreak, which became a pandemic in Indonesia, caused a shift in the form of learning activities. Learning activities during the pandemic are carried out online to reduce the risk of transmission of COVID-19. This study aims to determine the level of independence of early childhood learning during the COVID-19 pandemic in PAUD Patikraja District. The level of independence studied is based on age, parent work groups, and facilities and learning infrastructure. The approach used in this study is descriptive-quantitative, depending on the type of survey. The subjects in this study were PAUD students with an age range of 4-6 years. The sampling technique uses a quota sampling. Total population is 828 and sample used was 270 respondents from nine PAUD in Patikraja District. Data collection techniques included questionnaires. Quantitative data analysis was performed using descriptive percentages. The results showed that there were differences in the level of independence based on age, parental work groups, and facilities. In the age aspect, the level independence of 63.64% respondents aged 4 years old is quite good; 43.02% of 5-year-olds as good; and 53.76% of 6-year-olds have a good level. In the parental work group aspect, 38.10% of group I had a good level; 50.00% of group II as excellent; 43.43% of group III were well categorized; 45.45% of group IV as good; and 60.75% of group V as good. In the facilities aspect, 42.45% of respondents with incomplete facilities is very good category; 44.66% of respondents with fairly complete facilities is good category; and 72.13% of respondents with complete facilities is good category.

How to cite

INTRODUCTION

Early childhood is an individual who is experiencing a growth and development process that is fundamental to the continuation of life in the future. At an early stage, children will experience quite a lot of physical and mental development and growth. The importance of education at an early age is to equip as early as possible character education so that in the course of age can undergo further education well. The implementation of education is divided into two, namely formal and non-formal. Formal education includes Kindergarten (TK), and Raudatul Athfal (RA). Non-formal education includes Playgroups (KB), and Child Care Parks (TPA) (Bafadhol, 2017).

In improving the quality of education, the world of education always adjusts for technological developments, especially adjustments to the use of information and communication technology, especially in the learning process. One of the implementations of the use of information and communication technology can be realized through online learning, namely learning that does not require teachers and students to meet each other face-to-face (Anita, 2020).

Recently the world has been shocked by the outbreak of *Corona Virus Diseases* 2019, *COVID-19* which is a mysterious disease originating from Wuhan, China (Zhang et al., 2020). The *COVID-19* outbreak affects all activities in life, especially education. UNESCO says 300 million students are disturbed that schools are temporarily closed as a result of health and crisis. School learning from kindergarten to university is closed and carried out online simultaneously. Efforts that can be made so that the *COVID-19* virus does not spread widely are by preventing, the most effective prevention in the form of maintaining distance both physically and social-lial (Handoyo, 2020) .

Children's learning activities at school are one way to improve the ability of developmental aspects. However, the *COVID-19* pandemic has made children's learning activities take place at home (Nahdi et al., 2020). Online learning is learning that is carried out online to replace in-person or indoor learning. In the implementation of online teachers must go the extra mile. Often teachers find problems with online implementation (Tabi, 2020).

Many educators have difficulty in online learning. One of them is the lack of facilities and infrastructure owned by students or parents. Learning becomes ineffective because it is only

instructive rather than guiding. The discrepancy in the application of the method is due to a miscommunication between the teacher and the parents. This should not be a reason to carry out education which is the responsibility of the teacher. Teachers must use the right methods, so that learning can be carried out properly. One way that can be done is in the form of collaboration between teachers and parents (Hakim, 2020).

With the enactment of the learning system during this pandemic, it is possible that there are differences in the achievement of each student's learning goals which are very dependent on the functions and roles of their respective parents. This is one of the responsibilities of education to break the chain of spread of *COVID-19*. One of the character education needed today is the character of independence that teaches children not to depend on others. During the pandemic, both adults and children are required to always take care of themselves by implementing health protocols (Fajriyah & Amala, 2020).

Entering the *new normal* era, various regions apply it in different ways. Green areas signify that they are ready to reopen schools for learning. Learning can take place in person or face-to-face, but not all children attend school at the same time. Children can take turns entering school, so that face-to-face learning continues according to health protocols. Meanwhile, areas that are still in the yellow or red category expressly declare delays and choose remote distance learning or online.

A preliminary study was conducted on one of the PAUD in Patikraja District, namely Kedungwringin Kindergarten. Observations were made on five learners during the day. Based on the results of observations, attitudes of independence that have not been fulfilled in students aged 4-6 years include making their own choices, being responsible for tidying up toys after playing, controlling emotions when left by parents and followed the learning without rowdy. Theacyl shows the importance of independence in learning.

The purpose of this study was to determine the percentage of the level of independence of students in terms of age, parental work groups, and learning infrastructure during the *COVID-19* pandemic in PAUD Kecamatan Patikraja. The novelty of this study is the study of the level of independence of early childhood who participated in learning during the *COVID-19* pandemic in PAUD Patikraja District. The new and limited learning system affects the achievement of learning objectives, especially the level of in-

dependence of students.

RESEARCH METHODS

This research uses quantitative research with survey methods. The main purpose of this study is to provide a systematic picture of the ongoing state of affairs in the object / subject of the study. The approach in this study is quantitative research, namely describing research results based on numbers and numbers (Sugiyono, 2016) with a structured observation method using instruments in the form of questionnaire. Data analysis techniques use percentage descriptive statistics with the application of SPSS.

The populsi of this study is 828 PAUD students in Patikraja District spread across 48 institutions in 2021 /2022. Samples taken from the population were repentative (representative) with a *random sampling* system using the *slovin* formula as many as 269.70 respondents from 9 ECCE institutions, namely kindergartens. Diponegoro 46 Kedungwringin, PAUD Mentari Hati Kedungwringin, TK Pertiwi Patikraja, RA Diponegoro 102 Kedungwringin, TK Diponegoro 13 Patikraja, TK ABA Kedungrandu, TK ABA Patikraja, TK Pertiwi Pegalongan , and RA 98 Diponegoro Kedungrandu spread across Patikraja District. Then the researchers rounded it up to 270 respondents. The data collection technique is carried out using the sampling quota technique , namely in retrieving data in the field through the distributionof questionnaires in TK / RA and stopping if the data collection has met the *quota*.

RESULTS AND DISCUSSION

Based on research findings and discussions, research results can contain various things including disclosure of research instrument data and data analysis results obtained to answer related problems. The subjects of the study on the level of children's independence in learning in PAUD during the *COVID-19* pandemic in PAUD Patikraja District were early childhood students with an age range of 4-6 years as many as 270 respondents. Data collection is carried out two weeks after disseminating the questionnaire / questionnaire in the form of a statement item accompanied by a briefing of the purpose and instructions for filling in to the homeroom teacher at the school with a predetermined research subject.

1. General Conditions of the Research Location

The study was conducted at 9 RA/TK locations consisting of 2 RA and 7 TK. The selection of this location is based on the calculation of samples adjusted to the number of students, so that this research can be carried out effectively and efficiently. The results of the visitation and observation of the school site, the condition of the physical building is adequate. In general, each school has a principal's and teacher's room, classrooms, bathrooms/toilets and kitchens. In addition, learning facilities and infrastructure are also quite adequate.

2. Characteristics of the respondent

The characteristics of the respondents were students aged 4, 5, and 6 years who lived and attended kindergarten / RA in the Patikraja District area. A total of 288 students were used as research targets.

a. Characteristics by age

Respondents to this study were dominated by learners aged 6 years. Based on figure 2, respondents aged 6 years were 173 students (64.07%). In Permendikbud Number 18 of 2018, it is stated that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to age 6 years.

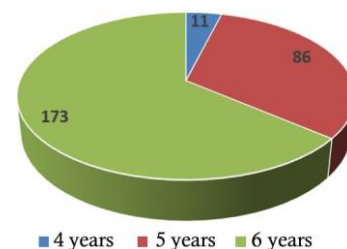


Figure 2. Characteristics of respondents by age

b. Characteristics bbased on kgroup pwork

In this study, data on the type of parental work were grouped into five, namely groups I, II, III, IV, and V. Classification is intended to facilitate data analysis. Group I is a state civil apparatus (ASN) consisting of general civil servants, teachers, TNI and POLRI. Group II is a private employee. Group III is an employee of a state-owned enterprise consisting of PLN and Pertamina. Group IV is self-employed in which there are traders. For the last group, namely group V, it is a laborer consisting of a driver and a household assistant.

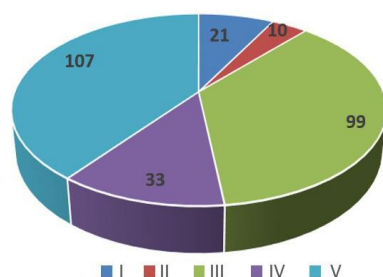


Figure 3. Characteristics of respondents by parent occupational group

c. Karacteristics based on infrastructure

According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 58 of 2009, it is stated that facilities and infrastructure are equipment to support the implementation of educational, nurturing, and protection activities. With complete facilities and infrastructure, it is hoped that learning goals will be easier to achieve.

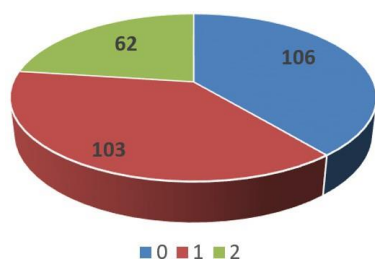


Figure 4. Characteristics of respondents based on infrastructure

This discussion discusses the percentage of early childhood independence from age, parental work groups, and infrastructure. The discussion in it is also corroborated with existing theories so that the results of this research become strong.

1. Level of Bathrian bbased on Age

Age is one of the factors that can describe a person's physical, psychic and social fitness, thus helping a person in his knowledge. The older you are, the more mature a person's maturity and strength level will be in thinking and working. The older you are, the more mature a person's maturity and strength level will be in thinking and working. The results of this study are in line with the opinion of Hurluck (2005) in (Ismiriyam et al., 2017) showing that the increasing age and maturity level, the power to think and work more maturely.

In the Big Dictionary of Indonesian

(2018), independent means that circumstances can stand alone and not depend on others. Independence is defined as a condition of a person not relying on others in making decisions and the existence of a confident attitude.

Table 4. 2 Level of independence of learners aged 4 years

Score Range	Res p o n - dents	Percentage	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	7	63.64%	G o o d Enough
$69 \leq X < 78$	4	36.36%	Good
$X > 78$	0	0.00%	Excellent
	11	100.00%	

Based on the results of research obtained from the distribution of questionnaires to teachers, the level of independence of students based on age is divided into three ages, namely 4, 5 and 6 years old. The age is based on the results of the collected questionnaires. A total of 11 respondents were 4 years old. Of these respondents, there were 7 respondents (63.64%) who had a fairly good level of self-reliance and 4 respondents (36.36%) had a good level of independence. According to Suyadi (2010), the golden period is a period of rapid growth and development in the brain that lasts when the child is in the womb until birth until the age of 4 years. Based on studies in the field of neurology, as much as 50% of children's intelligence is formed in the first 4 years of life (Suryanto, 2005).

Table 4. 3 Level of independence of learners aged 5 years

Score Range	Respondents	Percent - age	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	28	32.56%	G o o d Enough
$69 \leq X < 78$	37	43.02%	Good
$X > 78$	21	24.42%	Excellent
	86	100.00%	

In respondents aged 5 years, as many as 28 respondents (32.56%) had a fairly good level of independence, 37 respondents (43.02%) were

categorized as good and 21 respondents (24.42%) were in the very good category. When viewed in terms of the number of respondents, the age of 5 years is indeed more than the age of 4 years. However, the percentage of self-reliance rate is quite good at age 5 years is 31.08% less than 4 years. According to Erikson's psychosocial theory in Dewanggi et al. (2012), ages 3-5 are the stages of initiative *versus* guilty. Feelings of guilt will arise if the child is irresponsible which causes disturbing and guilty feelings.

Table 4. 4 Level of independence of learners aged 6 years

Score Range	Respon- dents	Percentage	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	35	20.23%	Good Enough
$69 \leq X < 78$	93	53.76%	Good
$X > 78$	45	26.01%	Excellent
	173	100.00%	

In respondents aged 6 years, there was a decrease in the percentage of the level of independence of the category quite well. In respondents aged 6 years, 93 respondents (53.76%) had a good level of independence. In addition, the percentage of excellent category independence level also increased by 26.01% when compared to the age of 5 years.

In general, the results of this study show that respondents with higher ages have a greater degree of independence. Age affects the degree of independence of early childhood. In line with the opinion of Papalia et al in Dewanggi et al. (2012) which states that a child's development depends on the maturity of the body and brain including readiness to master various new abilities of the child.

2. Level of Independence Based on Parents' Work Groups

According to Anggraeny (2006), children's independence is the child's ability not to depend on others to the extent of his ability to think, act, and feel based on responsibility for his rights and obligations in accordance with the capacity of the child's developmental stages. In reality, a child's independence can be formed from his family parenting that depends on the level of knowledge and type of work. Work is something that is done to earn a living or livelihood People who are busy

with daily activities or work will have more time to obtain information. Agustina (2014) also revealed that work is all physical and non-physical activity to earn income in the form of goods and services.

Table 4. 5 Level of independence of respondents to occupational group I

Score Range	Respon- dents	Percentage	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	6	28.57%	Good Enough
$69 \leq X < 78$	8	38.10%	Good
$X > 78$	7	33.33%	Excellent
	21	100.00%	

In general, the level of independence of respondents based on the type of work of group I parents is well categorized. Of the 21 respondents, there were 6 respondents (28.57%) who had a fairly good level of independence. A total of 8 respondents (38.10%) with good categories and 7 respondents (33.33%) were very good. In general, the type of work of parents who belong to group I is always involved with learning independence, so that parenting always applies independence from an early age. According to Susanti (2017), one of the roles of parents is to provide education or develop children's independent behavior in the family. A parent is a figure or person that the child will imitate. The cultivation of independence in the development of children's independence in the family is also based on parenting from parents.

Table 4. 6 Level of independence of respondents to occupational group II

Score Range	Respon- dents	Percentage	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	2	20.00%	Good Enough
$69 \leq X < 78$	3	30.00%	Good
$X > 78$	5	50.00%	Excellent
	10	100.00%	

In job group II with 10 respondents, as many as 2 respondents (20.00%) had a fairly good level of category independence, 3 respondents (30.00%) had a good category and 5 respondents (50.00%) had a very good category. The results of the study showed that children's independen-

ce was also influenced by the level of family income. The greater the family income, the lower the level of independence. It is assumed that the higher the family income, the higher the tendency of parents to provide excessive facilities and attention. In line with the research of Indrawati and Nugroho in Dewanggi et al. (2012), at the stage of forming a child's independence, parents are not allowed to spoil their children. If the parents strictly follow all the wishes of the child, the child will always impose his will to be followed in various ways.

Table 4. 7 Level of independence of respondents to occupational group III

Score Range	Res p o n - dents	Percent - age	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	35	35.35%	Good Enough
$69 \leq X < 78$	43	43.43%	Good
$X > 78$	21	21.21%	Excellent
	99	100.00%	

In the third occupational group with 99 respondents, 35 respondents (35.35%) had a fairly good level of category independence, 43 respondents (43.43%) had a good category and 21 respondents (21.21%) had a very good category of self-reliance. According to Dewanggi in Hasanah (2015), children's independence is significantly related to the child's age and family income. Differences in the types of work of parents cause variations in parenting or approaching children. Different types of work lead to different levels of income. It also affects different parenting techniques and lifestyles. The way parents do their children will also differ based on the type of work. Children with a well-off lifestyle tend to be less independent. Thus, the type of work of parents affects the independence of the child.

Table 4. 8 Level of independence of respondents of occupational group IV

Score Range	Respon- dents	Percent- age	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	8	24.24%	Good Enough
$69 \leq X < 78$	15	45.45%	Good
$X > 78$	10	30.30%	Excellent
	33	100.00%	

In the IV occupational group with 33 respondents, 8 respondents (24.24%) had independence with a fairly good category, 15 respondents (45.45%) with a good category and 10 respondents (30.30%) with an excellent category. Children's attitudes and behaviors are the result of parental upbringing. In a process of life development, parents have a very vital role in nurturing and educating their children to learn to adapt, behave, and behave according to social expectations. Parents are primary socializing agents who are in a nurturing environment. In his research, Hasanah (2015) stated that the level of independence of a farmer's child is higher than that of a factory employee. The different types of work of parents greatly affect the developmental aspects of the child's independence.

Table 4. 9 Level of independence of respondents of job group V

Score Range	Res p o n - dents	Percentage	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	19	17.76%	Good Enough
$69 \leq X < 78$	65	60.75%	Good
$X > 78$	23	21.50%	Excellent
	107	100.00%	

In the V work group there were 107 respondents, as many as 19 respondents (17.76%) had a level of independence with a fairly good category, 65 respondents (60.75%) had a good category and 23 respondents (21.50%) had a very good category independence level. Previous research conducted by Dewanggi et al. (2012) shows that child independence is significantly related to the child's age and family income. This shows that the father's type of work is very influential also on the independence of the child, this is because the father as the head of the family who is in charge of making a living will have varying income levels depending on the type of father's work.

3. Level of Independence based on Sarana and Learning Infrastructure

Surya in Kurniawan (2017) stated that improving the quality of education services through planning the management of learning facilities and infrastructure is the first step. Planning can be in the form of selection in the establishment of achievement procedures and estimates of sources that can be provided to achieve the expected tar-

gets. Educational success is influenced by various factors including the availability of qualified educational facilities and infrastructure in quality and quantity. With complete facilities and infrastructure, the Creative Active Learning Process will be carried out effectively and fun.

In this study, a study of the level of independence of students was carried out in terms of facilities and infrastructure. Means and reference parasaran in the form of game tools that train independence, such as dolls, slimes, paper boats, *puzzles*, sand, blocks and night / plasticine.

Table 4. 10 Levels of independence with incomplete facilities and infrastructure

Score Range	Respon- dents	Percentage	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	17	16.04%	Good Enough
$69 \leq X < 78$	44	41.51%	Good
$X > 78$	45	42.45%	Excellent
	106	100.00%	

In incomplete infrastructure, there were 107 respondents, as many as 17 respondents (16.04%) had a level of independence with a fairly good category, 44 respondents (41.51%) had a good category, and 45 respondents (42.45%) had a very good category. According to R. Hasanah (2020), the implementation of optimal education has important components that must be present, for example facilities and infrastructure. Educational facilities and infrastructure are tools, materials or complements in every educational process that can be in the form of equipment that directly supports education (media and learning books, as well as educational game tools) or equipment that does not directly support education (clean, tidy, and comfortable rooms).

Table 4. 11 The level of independence with facilities and infrastructure is quite complete

Score Range	Respon- dents	Percent- age	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	44	42.72%	Good Enough
$69 \leq X < 78$	46	44.66%	Good
$X > 78$	13	12.62%	Excellent
	103	100.00%	

In the fairly complete infrastructure there

were 103 respondents, as many as 44 respondents (42.72%) had a fairly good level of category independence, 46 respondents (44.66%) with good categories and 13 respondents (12.62%) with a very good level of category independence. According to Munastiwi (2019), good facilities and infrastructure require good management of facilities and infrastructure as well. This aims to control the needs of the necessary facilities and infrastructure as well as the organization of the state of facilities and infrastructure in the school, in order to support the smooth running of all teaching and learning activities or other activities carried out by the school. Management of facilities and infrastructure is a planned management in regulating facilities and infrastructure in schools (Prastyawan, 2016).

Table 4. 12 Levels of independence with complete facilities and infrastructure

Score Range	Respon- dents	Percent- age	Category
$X < 42$	0	0.00%	Very Bad
$42 \leq X < 51$	0	0.00%	Not Good Enough
$51 \leq X < 69$	9	14.75%	Good Enough
$69 \leq X < 78$	44	72.13%	Good
$X > 78$	8	13.11%	Excellent
	61	100.00%	

In the complete infrastructure there were 61 respondents, as many as 9 respondents (14.75%) had a fairly good level of self-sufficiency, 44 respondents (72.13%) were good and 8 respondents (13.11%) were categorized as excellent. If the infrastructure is maintained properly, it will reduce the risk of student learning failure. One of the activities in the management of maintenance of facilities and infrastructure is the analysis of the needs of both students and teachers. This needs analysis is the goal of infrastructure management itself in teaching and learning activities (R. Hasanah, 2020).

As stated by several experts including a Surya (2003: 118), he stated that in improving the quality of educational services, which include steps in infrastructure management, planning is the first step. In line with Kurniawan's opinion (2017), that a complete and adequate school infrastructure is one of the factors that support learning activities to obtain results or goals to be achieved.

CONCLUSION

Based on the data analysis and discussion,

it can be concluded that:

The level of independence in terms of age in PAUD Patikraja District at the age of 4 years is 63.64% has a fairly good level of self-reliance and 36.36 % is good. 5-year-olds at 32.56% have a pretty good level of independence, 43.02% are excellent and 24.42% are very good. Also, 6-year-olds of 20.23% have a fairly good level of independence, 53.76% are good and 26.01% are very good.

The independence rate of students in terms of the parent work group in Patikraja District PAUD in group I was 28.57% categorized as quite good, 38.10% good and 33.33% very good. Group II of 20.00% is categorized as quite good, 30.00% good and 50.00% excellent. Group III sebesar 35.35% categorized as quite good, 43.43% good and 21.21% very good. Group IV of 24.24 % was categorized as quite good, 45.45% good and 30.30% excellent. Group V of 17.76% is categorized as quite good, 60.75% good and 21.50% excellent.

The level of independence of students in terms of facilities and infrastructure in PAUD Patikraja District in incomplete infrastructure facilities of 16.04% is categorized as quite good, 41.51% good and 42.45% very well. Infrastructure is quite complete at 42.72% thanks to quite good categories, 44.66% good and 12.62% very good. Complete facilities and infrastructure of 14.75% are categorized as quite good, 72.13% good and 13.11% very good.

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