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The Impacts of Covid-19 Pandemic: External Shock of Disruption Education and Financial Stress Cohesion

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This research aimed to determine the effect of the: (1) financial resilience on the home learning model; (2) parenting self-efficacy on the home learning model; (3) home learning model on education innovation; (4) financial resilience on education innovation; and (5) parenting self-efficacy on education innovation on parents. This research uses a quantitative method. Respondents consisted of 250 parents whose children were currently attending kindergarten and elementary school education. Determination of the sample using random sampling. The data collection method used a questionnaire with a Likert scale and via a google form. The data analysis technique used path analysis. The results of the research data analysis show that there is a path in each variable as evidenced by (1) The effect of financial resilience on the home learning model is 0.38; (2) The effect of parenting self-efficacy on the home learning model is 0.42; (3) The effect of home learning model on education innovation is 10.37; (4) The effect of financial resilience on education innovation is 0.30; and (5) The effect of parenting self-efficacy on education innovation is 0.31. The suggestions given by parents and the people of Yogyakarta are: (1) Improving financial arrangements for parents; (2) Increase the spirit of involvement for parents on learning of children at home; (3) Emphasizing the importance of learning models and education innovation for parents so that they can pay attention to children's success; (4) Continue to make efforts to improve the abilities and skills of parents so that they can play an important role for parents in children's education.

***Keywords*:** financial resilience; parenting self-efficacy; home learning model; education innovation

Changes in the dynamics of life require community resilience. The pandemic period that occurred due to Covid-19 had an impact on society which was believed to be able to change lives. The social order that is usually

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done changes into a new pattern to survive, develop, and improve. Likewise with education. Changes in learning that have occurred due to Covid-19, students are not allowed to do face-to-face learning at school and change at home. Working parents are also not allowed to carry out face-to-face activities in the office, to anticipate social distancing and break the chain of spreading the virus.

The impact of the Covid-19 pandemic felt by the community is the inner turmoil of parents who initially chose to entrust their children's education to schools, but in this case, parents must also take part in learning from schools that are carried out online (Utomo & Mahmudah, 2021). So, parents must have mental readiness as well as skill (professional) readiness (Mahmudah, 2016). Likewise, parents who are actively working feel significant changes in the activities they are in. Mindset and activity regulation is hampered by activity restrictions due to Covid-19. Financial regulations are getting tighter because the income is not as much as before the Covid-19 outbreak. The new order requires parents to be able to divide personal work and involvement in online learning by children at home. An elderly person who is unprepared for a disaster will surely feel shocked. This unpreparedness is what researchers believe can be a barrier to activity during a pandemic by parents and a lot of adjustments during the Covid-19 pandemic.

This research is based on parental turmoil towards unusual activities during the Covid-19 pandemic. The novelty of this research is related to the external shock of disruption education which consists of learning models and education innovation, and cohesion of financial pressure at risk consisting of self-efficacy and financial literacy.

Problem of Research

Financial resilience is the skills and abilities of parents in managing finances according to income. During the Covid-19 pandemic, many parents were confused about managing finances (Barrafrem, 2020). So that it resulted in a shift in the pattern of family economic behavior. These changes have made parents aware of how to regulate their income (Das et al., 2018). Included in expenditure (Studies & Studies, 2020). Another factor can be seen from (1) the level of parental knowledge; (2) confidence in managing finances; (3) use; (4) willingness to use money; (5) financial advice; and (6) proactive financial behavior (Taylor, 2011; Serido et al., 2013). The last component is the parents' financial attitude which is an important source in dealing with financial shocks (Demirguc-kunt et al., 2014). Based on these, this paper defines the financial resilience of the family that occurs due to the

Covid-19 pandemic. The components that need to be considered by parents to overcome financial stress cohesion at risk are based on (1) education level; (2) proactive financial behavior; (3) financial advice; and (4) knowledge and behavior.

Building self-confidence is one thing that needs to be understood by every individual, including parents. Confidence in the education given to children as well as involvement in learning at home during Covid-19 needs to be improved. Self-efficacy is a belief in one's abilities (Putarek & Pavlin-bernardi, 2020). Parental self-efficacy emerges as a crucial variable in exploring variability in parenting quality (Benedetto et al., 2018). Parenting self-efficacy is a belief that one can successfully parent a child, which affects one's willingness to take on the role of their child's first teacher (Elizabeth et al., 2017). This aspect consists of intrinsic learning motivation and parent involvement in learning, discipline, togetherness with parents, emotional and physical demands, learning pattern and facility, caring, and exhibit positive attitudes (Yang et al., 2018; Ningrum, 2016; Coleman & Karraker, 2008; Theresya et al., 2018; Young & Young, 2011) and describe related concepts such as self-concept of ability and parental competence (Whyte, 2015). Parent-child interactions, responsiveness, and parental involvement (Hughes, 2019).

The importance of the role of parents in the development of learning at home (Albintary et al., 2018). Child development is influenced by parenting self-efficacy (Pumptow & Brahm, 2020) parenting self-efficacy helps children to develop themselves and obtain a joint evaluation (Opoku et al., 2020). The importance of self-efficacy can help children to improve life skills and good attitudes. Some of the above can be concluded that parenting self-efficacy is needed by children in learning at home during the Covid-19 pandemic, through (1) parental involvement; (2) parent-child interactions; (3) intrinsic learning motivation; (4) caring and exhibit positive attitudes.

The home learning model is a guideline that parents make for studying at home. The materials made are not only from school but parents as companions who understand the learning model. The home learning model is a process that is useful for transferring information into long-term memory (Khalil & Elkhider, 2020). According to Masson et al., (2008) is an interactional model that encapsulates teaching and learning the processes from the learner and the teacher perspective. The same statement according to Khasanah and Astuti (2018) is a model of thinking empowerment for kids. Including analyzing by collecting various information (Huda & Mardikantoro, 2018) and development by discussing with the parents (Nurlaela et al., 2018).

Some of the expert understandings above can be concluded that the learning model that can be used during the Covid-19 pandemic is a model that can improve student skills, based on thinking empowerment, analyzing by collecting the various information and discussing with parents.

The home learning model has an integrated focus on developing children's character (Song, 2018; Hedeen et al., 2011). This model is effectively applied to children in building concentration, ability, motivation, and evaluation of learning at home. Parents who accompany children can develop teaching materials given from schools in the form of soft skills (Griffin, 2014), life skills (Gu et al., 2017), problem-solving through elaboration (Mestry & Grobler, 2007). The essential things that parents can do in applying the home learning model according to (Larmer, 2018) are (1) challenging the problem or question; and (2) example non-examples, also the time taken and train to develop social skills (Charoensakulchai & Hostpital, 2019; Arends, 1998; Weeks, 2000). According to Joo et al., (2019) that things that need to be considered in-home learning are (1) problem-solving efficacy; (2) task value; and (3) competency and experience (Trisdiono, 2014). Based on some of the above theories, it can be concluded that the home learning model needs to involve parents with broad competencies and understanding so that they can accompany children to study at home. (1) parent-child teamwork; (2) problem posing; (3) life skills learning; and (4) examples non-examples.

The emergence of the Covid-19 outbreak in other parts of the world has affected the existing education system. This results in looking for innovations in the learning process, especially at home. A good education will be held with some factors influencing it (Syakdiyah et al., 2019). Education innovation is understood as a procedure of educational activity and is used to increase the level of efficiency in a competitive environment (Mykhailyshyn & Kondur, 2018). Education innovation includes pedagogical innovation, considering a technological, digital-based learning environment, and matter of integration among different levels (Pisanu, 2014; Fındıkoğlu & İlhan, 2016; Lindfors & Hilmola, 2016; Ellison, 2016) state that innovation in education is needed to incorporate old and new technologies and educational environments that already exist may be adapted and upgraded through the use of technology. Innovation methods in children's learning at home these skills using different sets of competencies (perseverance, self-control, enthusiasm), ability to work with others (cordiality, respect, care), and ability to manage emotions (calmness, optimism, confidence) (Kovacs, 2017). According to (Kalyani & Rajasekaran, 2018) states that there are two methods in education: teaching and learning. Methods of innovation teaching are (1) love what you

do; (2) audio & video tools; (3) brainstorm; (4) classes outside the classroom; (5) role play; (6) welcome new ideas; (7) puzzles and games; (8) refer books on creativity; (9) introduce lesson like a story.

This paper finds new components in home education innovation, namely: (1) priorities and objectives; (2) time management; and (3) learning tools and resources; Getting everyone out of their comfort zone before the Covid-19 outbreak will train adaptive, innovative, and creative characters in the learning process.

Research Hypothesis

Based on the literature review, the hypotheses were proposed to examine, including:

Hypothesis 1	Financial resilience affects the home learning model
Hypothesis 2	Parenting self-efficacy affects the home learning model
Hypothesis 3	The home learning model affects education innovation
Hypothesis 4	Financial resilience affects education innovation
Hypothesis 5	Parenting self-efficacy affects education innovation

Method

General Background of Research

This research uses a quantitative method. This quantitative research is used to classify, verify, measure, and see the reality of the causal symptom relationship of the community phenomenon, especially parents who have children to study at home because of being affected by Covid-19. This study aims to obtain empirical evidence, test, and explain the effect of external shocks of disruption education and financial stress cohesion at risk of people affected by Covid-19. The population in this study were all parents who had elementary school children who had to study at home. This research was conducted to validate the impact of the Covid-19 pandemic faced by parents who have children who are still in school. This study involved parents who filled out a questionnaire as a test tool and collected field data. When the research was over, I had no idea how to seek ethical approval. Now that I want to publish my findings, I want to know if there is a way to express ethical considerations for publication in a good journal without experiencing resistance.

Sample of Research

Determination of the sample using random sampling. The number of samples used in this study was 250 parents who live in the Special Region of

Yogyakarta. Methods of data collection using a questionnaire conducted via a google form. The scale used is the Likert scale. The reason for choosing the research area was due to the demographics where the area was the residence of the researcher, so it became the main goal in the ease of collecting field data.

Data Analysis

The data analysis technique in this study used statistical inferential analysis with path analysis which was operated through the AMOS version 24.0 program. Path analysis is a statistical analysis technique developed from multiple regression analyses (Robihaningrum & Elinda, 2019). Path analysis in this study was carried out using a two-step approach. The first stage is carried out by specifying a hybrid or full model as a CFA (Confirmatory Factor Analysis) model so that an acceptable CFA model is obtained from each of the exogenous and endogenous constructs. The CFA model can be accepted if it has good validity and reliability model data (Hakim & Lestari, 2019). The second stage of the two-step approach is to combine the CFA model from both the exogenous and endogenous constructs that have been accepted into one overall model (hybrid model) or full model to be estimated and analyzed to see the suitability of the overall model and evaluation of the structural model so that a full model can be obtained received.

Results

Data analysis in this study used path analysis assisted by AMOS version 24.0. The results of the analysis of the calculation of summary variables in this study show that the model has two endogenous variables, namely "home learning model" and "education innovation", and has two exogenous variables, namely "financial resilience" and "parenting self-efficacy", and there are two unobserved variables, namely z1 and z2. The number of variables in the model is six consisting of four observed variables and two unobserved variables and four exogenous variables and two endogenous variables. The output of the next analysis is the assessment of normality which can be seen in table 1.

Table 1

Assessement of Normality Calculation Results

Variabel	Min	Max	Skew	C.R.	Kurtosis	C.R.
Parenting_Self Efficacy	21,000	89,000	-,289	-1,867	-,503	-1,625
Financial_Resilience	11,000	47,000	,223	1,438	-,633	-2,043
Education_Innovation	10,000	44,000	-,164	-1,061	-,673	-2,172
Home_Learning_Model	15,000	59,000	-,009	-,060	-,640	-2,067
Multivariate					-1,103	-1,259

Source: obtained from primary data

Table 1 above is the output to see the analyzed data is normally distributed univariate and multivariate or not. Meanwhile, when viewed univariate through the critical skewness value (c.r), it shows the score for each variable, which is below the absolute score of 2.58 (± 2.58), When viewed multivariate through the critical kurtosis value (c.r), it shows an absolute score of 1.259 (± 1.259), which is also still below the absolute score of 2.58 (± 2.58). So the data are distributed of normally univariate and multivariate.

The results of the subsequent analysis were related to detecting an observation score that was much different from the centroid score of 250 cases. Table 2 is an explanation of the Mahalanobis distance.

Table 2

Mahalanobis Distance

Number of observation	Mahalanobis d-squared	p1	p2
126	12,728	,013	,959
200	11,815	,019	,949
156	11,643	,020	,882
45	11,312	,023	,835
184	11,126	,025	,756
204	10,989	,027	,658
144	10,348	,035	,773
202	10,138	,038	,741
154	10,136	,038	,618
75	10,090	,039	,510
180	9,974	,041	,445
60	9,952	,041	,337
9	9,888	,042	,264
174	9,637	,047	,289
123	9,137	,058	,477
208	9,121	,058	,383
146	9,114	,058	,292
46	8,973	,062	,285
133	8,933	,063	,227
24	8,310	,081	,553
220	8,204	,084	,541
100	8,169	,086	,478
70	8,029	,091	,500
185	7,843	,098	,563
241	7,793	,099	,519
10	7,531	,110	,655
1	7,413	,116	,676
99	7,312	,120	,685
239	7,298	,121	,623
198	6,791	,147	,908
58	6,788	,148	,874
150	6,765	,149	,845

Number of observation	Mahalanobis d-squared	p1	p2
18	6,699	,153	,841
62	6,661	,155	,819
244	6,600	,159	,813
142	6,577	,160	,779
170	6,564	,161	,734
129	6,544	,162	,692
159	6,480	,166	,691
86	6,435	,169	,672
127	6,434	,169	,610
52	6,429	,169	,548
29	6,239	,182	,684
33	6,235	,182	,627
92	6,180	,186	,623
42	6,068	,194	,681
186	5,999	,199	,696
149	5,940	,204	,701
31	5,925	,205	,659
88	5,874	,209	,657
82	5,831	,212	,647
12	5,813	,214	,610
219	5,709	,222	,672
114	5,679	,224	,649
101	5,651	,227	,625
111	5,614	,230	,611
4	5,563	,234	,616
21	5,532	,237	,597
214	5,517	,238	,558
95	5,483	,241	,542
234	5,386	,250	,610
7	5,315	,256	,644
171	5,307	,257	,598
54	5,245	,263	,624
153	5,244	,263	,569
193	5,221	,265	,543
232	5,189	,268	,530
201	5,162	,271	,510
87	5,102	,277	,538
216	5,030	,284	,583
30	5,006	,287	,561
233	4,986	,289	,534
116	4,967	,291	,506
236	4,962	,291	,458
188	4,886	,299	,513
242	4,861	,302	,495
107	4,807	,308	,519
131	4,795	,309	,483
96	4,775	,311	,459
158	4,774	,311	,406

Number of observation	Mahalanobis d-squared	p1	p2
140	4,757	,313	,378
34	4,680	,322	,439
32	4,677	,322	,391
76	4,639	,326	,396
166	4,583	,333	,428
175	4,571	,334	,395
136	4,566	,335	,351
222	4,563	,335	,308
168	4,560	,335	,266
221	4,551	,337	,235
5	4,522	,340	,230
132	4,484	,344	,235
157	4,475	,346	,208
229	4,430	,351	,221
35	4,387	,356	,235
51	4,374	,358	,211
83	4,344	,361	,209
203	4,335	,363	,183
155	4,324	,364	,162
57	4,287	,369	,167

Source: obtained from primary data

Table 2 above shows the Mahalanobis distance, which can be seen through p2, if the score in column p2 is not below 0,000, then the outliers in the data are considered non-existent. Based on these data, it shows that in column p2 there is no value below 0.000. This indicates that the data has no outliers, or that no data needs to be discarded in the variable.

Table 3

Multicollinearity Calculation Results

	Parenting_ SelfEfficacy	Financial_ Resilience	Education_ Innovation	Home_ Learning_Model
Parenting_Self Efficacy	218,030			
Financial_Resilience	107,531	65,888		
Education_Innovation	99,792	53,071	55,192	
Home_Learning_Model	133,215	70,561	64,095	93,596

Condition number = 59,930

Eigenvalues
407,186 10,999 7,728 6,794
Determinant of sample covariance matrix = 235150,200

Source: obtained from primary data

Based on table 3 above, the results of the output of Amos version 24.0 show that the determinant of sample covariance matrix value of 235150,200

or a value very far from zero, shows no multicollinearity and singularity problem.

Table 4

Regression Weight Calculation Result

Regression Weights: (Group number 1 – Default Model)						
		Estimate	**S.E.**	**C.R.**	**P**	**Label**
Home_Learning_Model	<---	,378	,057	6,644	***	par_2.
Financial_Resilience						
Home_Learning_Model	<---	,425	,031	13,571	***	par_3.
Parenting_SelfEfficacy						
Education_Innovation	<---	,239	,055	4,382	***	par_4.
Financial_Resilience						
Education_Innovation	<---	,242	,036	6,626	***	par_5.
Parenting_SelfEfficacy						
Education_Innovation	<---	,161	,056	2,868	,004	par_6.
Home_Learning_Model						

Source: obtained from primary data

Wright regression gives the value of unstandardized and standardized regression coefficients. The critical value (CR) is the same as t in the OLS regression and P is the level of probability that *** explains by default the significance is at 0.001.

Table 4 above shows: (1) Financial Resilience has a positive effect on the home learning model, with a significance level of 0.001; (2) Parenting self-efficacy has a positive effect on the home learning model, with a significance level of 0.001; (3) Financial resilience has a positive effect on education innovation, with a significance level of 0.001; (4) Parenting self-efficacy has a positive effect on education innovation, with a significance level of 0.001; (5) The home learning model has a positive effect on education innovation, with a significance level of 0.004. Based on the calculation results above, the regression equation model is obtained as follows:

Table 5

Regression Weight Calculation Result

(Group number 1 – Default model)			
			Est.
Home_Learning_Model	<---	Financial_Resilience	,317
Home_Learning_Model	<---	Parenting_SelfEfficacy	,648
Education_Innovation	<---	Financial_Resilience	,261
Education_Innovation	<---	Parenting_SelfEfficacy	,480
Education_Innovation	<---	Home_Learning_Model	,209

Source: obtained from primary data

Home learning model = 0,317 Financial resilience + 0,648 Parenting self-efficacy

Edication Innovation = 0,261 Financial Resilience + 0,480 Parenting self-efficacy
+ 0,209 Home learning model

Table 6

Squared Multiple Correlations Calculation Result

(Group number 1 – Default model)	
	Est.
Home_Learning_Model	,889
Education_Innovation	,853

Source: obtained from primary data

Table 6 above explains the magnitude of the coefficient of determination indicated by the value of the squared multiple correlations. The home learning model shows the squared multiple correlation (R^2) value of 0.889, this shows that the home learning model variable which can be explained by financial resilience and self-efficacy variables is 88.9% while 11.1% is influenced by other variables that are not researched. While the education innovation variable which can be explained by the variables of financial resilience, self-efficacy, and home learning models is 85.3%, and 14.7% is influenced by other variables. Various results of the calculations above, it is found that this research model can be seen in Figure 1.

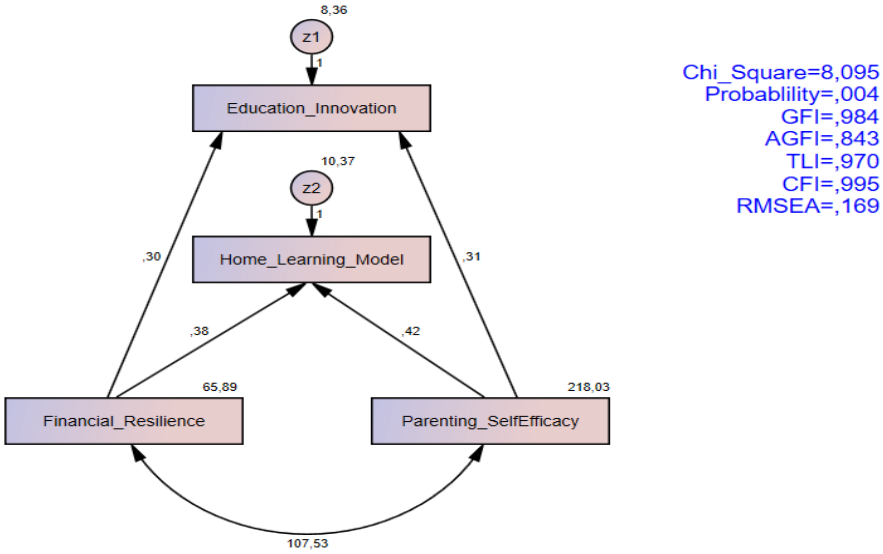

Figure 1. Path Analysis Model

Source: obtained from primary data

Discussion

The Effect of Financial Resilience on the Home Learning Model

The results showed that financial resilience had a significant effect on the home learning model. This shows that financial resilience is the ability of parents to organize and plan activities so that the behavior of parents towards children who are still in school and are studying at home because Covid-19 is formed effectively in creating a home learning model. Understanding the financial resilience of parents in the family due to the impact of Covid-19 requires maximum effort. Crisis conditions, stress, many family needs, and contingency planning are pressures that need to be overcome. Likewise related to other activities that are simultaneously in the family, such as school at home. This requires taking appropriate action to take advantage of opportunities. Parents ideally can try to initiate change, show initiative, and survive until Covid-19 ends.

The results of this analysis are by the opinion of Lusardi et al. (2020), that financial resilience during the Covid-19 period is vulnerable to families because conditions are not going well and are correlated with planning for the future. Financially literate parents are more likely to save and plan for the future well, including calculating if a disaster occurs at any time (Lusardi & Mitchell, 2014). This is confirmed by the report OECD (2020) that the Covid-19 pandemic has implications for families in facing financial uncertainty and financial resilience and the risk of having ineffective activities. Taking into account the domestic context, parents can consider actions regarding financial and educational arrangements for their children (OECD, 2017).

According to Kostaras and Trent (2020) that with so much uncertainty during the Covid-19 pandemic, parents need to resist the urge to buy impulsive items online at home. Pause automatic bill payments so that parents can control the time until finances are better (Leonard, 2017). It is also necessary to consider allocating time to accompany children in learning (Darling-hammond et al., 2020). So that they can find new learning models at home (Spencer, 2020) and the right approach in motivating children to study at home during the Covid-19 pandemic (Basilaia & Kvavadze, 2020). Financial resilience, which is encouragement from parents, is something that needs to be pursued in forming a healthy family without the burden of the economy during the Covid-19 crisis. Likewise, activities related to finance need to be limited. This is needed to maintain a balance between existing income and the expenses made.

The Effect of Parenting Self-Efficacy on the Home Learning Model

The results showed that parenting self-efficacy on the home learning model had a significant effect on the home learning model. The results of this study mean that parenting self-efficacy is the basic ability of parents to shape children's education patterns at home during Covid-19. Parents who work from home have more opportunities to clean up their children. This is necessary to get closer to and understand the conditions of children's motor development so that parents can evaluate existing learning so far and be able to create new models of learning. The results of this article are by the opinion (Mardhotillah & Desiningrum, 2018) that parents fully support the learning process at home so it requires good parenting self-efficacy.

Important indicators that parents need to have in building self-efficacy to create a home learning model are having extensive knowledge (Dumka et al., 2010) and having patience in accompanying children (Goodall et al., 2010). Because the needs of children to study at home during the Covid-19 pandemic are to be accompanied by parents in a sustainable manner (Emerson et al., 2012), continuously (Đurišić & Bunijevac, 2017), and high intensity (Burch, 2015). So that parents can manage children's emotions towards children's attitudes while learning and show the quality of learning at home during Covid-19 and improve good learning outcomes. This is by the statement Peiffer (2015) that parenting self-efficacy influences the success of children's learning at home.

Parenting self-efficacy is an attitude of confidence and assertiveness of parents in showing a sense of concern for children not to give up learning at home during Covid-19. Parents who have high self-efficacy are certainly able to be responsible for children's activities at home, including in making new models in learning. Likewise, being able to develop children's learning materials and give positive attitudes to children for the enthusiasm of learning at home. In line with this, parent-child interactions are well established. Parents understand the activities of children and children will be more enthusiastic about learning.

The Effect of Home Learning Model on Education Innovation

The results showed that the home learning model had a significant effect on education innovation. This means that the home learning model is the main foothold for making education innovations. As stated by Day et al. (2009) that parents can develop children's learning abilities at home based on the learning model used. This statement can be interpreted that the home learning model is the activity of parents in preparing children's learning that is

tailored to the interests and conditions of the child. Parents who can identify children's needs according to their motoric development will also be able to make variations in learning.

One of the home learning models that parents can apply during the Covid-19 pandemic is to focus on life skills education. This is in line with the statement Weisen et al., (1997) that while at home the teacher who is closest to the child is the parent and the simplest learning is life skills. This habit is one of the ways that parents can do to provide routine learning activities for children to stay used to learning. Also according to (Mahmudah, 2021) that need to maintain regularity during the Covid-19 pandemic of learning innovation. It is in line with Whitebread and Sue (2019) that by having regularity, children will have learning material and their enthusiasm for learning will not go out (Palmer, 2017) so that it has an impact on feelings of joy in learning, not being depressed (Nations, 2020), and not bored (Reimers et al., 2020).

This needs to be done so that children's learning attitudes at home are maintained. Thus, new variations are needed for parents to increase children's learning motivation at home with education innovation, combinations, and making interesting teaching materials. Of course, education innovation can direct children to have personal skills, social skills, and intellectual skills. Parents who can make a home learning model according to the material from school will provide opportunities for children to be free-open in the learning process so that parents can have an innovative attitude in accompanying children in studying at home during the Covid-19 pandemic.

The Effect of Financial Resilience on Education Innovation

The results showed that financial resilience had a significant effect on education innovation. This means that financial resilience is a factor for parents in making education innovations for their children at home. During the Covid-19 pandemic, education innovation is an activity that parents must do (OECD, 2019). This activity is possible to avoid children's boredom in learning independence (Fetters, 2020). So that the main focus for parents to make education innovation is because of the right financial resilience. Parents who can plan their life needs as long as their income is unstable are one way to survive the Covid-19 pandemic.

The family's financial resilience system is a vital pillar that has a great influence on the fluctuation of family economic activities. This is in line with Brief (2020) which states that the stability of the family financial system affects careful planning. Including planning in making a breakthrough in

learning for children at home. Education innovation requires detailed funding sources for the practical learning of children at home (Secretariat, 2012). Family financial limitations during the Covid-19 pandemic can be a reference for evaluating children's learning at home (Mustami, 2009). Financial resilience may be a factor that needs to synergize parents in financial management behavior (Taylor et al., 2017) and parental locus of control (Southwick et al., 2017) also knowledge and skills improved (Mahmudah & Cahya, 2020). So that the existence of financial resilience has a life goal for parents and children on an ongoing basis.

Apart from all the inconveniences that were presented during the Covid-19 pandemic, it made many parents realize how to survive with limitations. In line with Liu et al. (2020), that good life planning is influenced by financial resilience. Being a wise citizen in managing finances is the best way to survive during the Covid-19 pandemic. This does not stop there but also requires the ability of parents to manage finances to provide for many things and to relate to many people in the family. Due to the distinctive features of the residents' way of life, which requires the relationship between the head of the family and other family members, it is an important point so that family economic activities run smoothly and are well coordinated.

The Effect of Parenting Self-Efficacy on Educational Innovation

The results showed that parenting self-efficacy had a significant effect on education innovation. Parenting self-efficacy is a place for parents to play a role in child development. This is related to education innovation so that parents are required to have competent skills and competencies to spur children's development while studying at home. The results are in line with Rahmawati and Ratnaningsih (2018) which states that parental support and self-efficacy are needed in improving student learning outcomes. Parents who have high self-efficacy will be more aware of caring for and providing care for children's learning at home during Covid-19.

Parenting self-efficacy as part of parental cognitive factors is believed to be a clear predictor. One of them is in making education innovations for children at home (Coleman & Karraker, 1998; Mahmudah et al., 2020). Positive parenting practices and patterns and the mediator effect of the various qualities of parenting towards children at home are the psychological dynamics of parents in shaping children's character. Parents who have good self-efficacy will be able to access information and knowledge, so the opportunity to make education innovations at home cannot be doubted. Children with all limited access to information, if accompanied by parents who are smart and have a high level of self-confidence, will certainly result in

good interactions. According to Ahmad et al., (2014) that predictors of consistent parental behavioral outcomes will play an important role in understanding situations, having behavior, and constructing reality for children's development.

Parents' level of trust will have an active role in every area of life, especially at home during the Covid-19 pandemic. This self-efficacy belief in a social context has the power to improve parenting patterns. Skills and competence of parents in social situations during the Covid-19 pandemic are important to prevent physical or psychopathic illness in children. The formation of good parental self-efficacy forms thought patterns and emotional reactions. So that children can improve learning outcomes, have an optimistic attitude, are diligent, do not give up easily, reduce levels of depression, and maintain regular enthusiasm in learning. The child's target in learning at home is influenced by the level of parenting self-efficacy and education innovation provided by parents.

Conclusion

The conclusion of this research is: (1) Financial resilience has a positive effect on the home learning model. This conclusion is based on the t-Value or C.R. amounting to 6,644> 1,967. This means that even though different ages and levels of education are different, home learning models can be a good idea for parents to learn their children at home by improving and managing financial resilience properly; (2) Parenting self-efficacy has a positive effect on the home learning model. This conclusion is based on the t-Value or C.R. amounting to 13,571> 1,967. This means that parents can make breakthroughs related to the home learning model if they have a high level of parenting self-efficacy; (3) The home learning model has a positive effect on education innovation. This conclusion is based on the t-Value or C.R. amounting to 2,868> 1,967. This means that education innovation will be formed if parents have basic knowledge related to the home learning model; (4) Financial resilience has a positive effect on education innovation. This conclusion is based on the t-Value or C.R. amounting to 4,382> 1,967. This means that parents can manage their own needs and educational involvement in children at home if they can manage finances so that they have good financial resilience; (5) Parenting self-efficacy has a positive effect on education innovation. This conclusion is based on the t-Value or C.R. amounting to 6,626> 1,967. This means that parents can make education innovations if the parents have continuous and continuous parent-child interactions and involvement.

Recommendation

Suggestions from this study are (1) Improve financial arrangements for parents; (2) Increase the spirit of involvement for parents; (3) Emphasizing the importance of learning models and education innovation for parents so that they can pay attention to children's success; (4) Continue to make efforts to improve the abilities and skills of parents so that they can play an important role for parents in children's education.

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