



The Influence of Social-Emotional Development on Early Childhood Learning Outcomes during the Covid-19 Pandemic

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Abstract

This article aimed to analyze the effect of social-emotional development on children's learning outcomes from 2019 until 2022. We shocked by the covid 19 virus, which requires parents to be more emotional to children and impact on children's social-emotional behavior. The research was conducted to determine the effects of social development on children's social-emotional behavior. The research used qualitative with case study approach through interviews with thematic analysis on twenty mothers who have children attending kindergarten in the East Lampung district. Using structural interview, the mothers were asked questions about the impact of children's social-emotional behavior through interviews. The results analysis shoed that that the children's socio-emotional behavior was less cooperative because children rarely play together, lack tolerance, lack socializing with friends was limited by studying at home, children's emotions sometimes feel bored and sad, children feel homesick for friends and teachers and children are also recorded as experiencing verbal violence because of the overall learning process.

Keywords: Social-Emotional Development, Learning Outcomes, childhood Education

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INTRODUCTION

At the end of 2019 the Indonesian state was shocked by the virus that disturbed the Indonesian people, namely the covid 19 virus which was increasingly spreading to various cities in Indonesia. The covid 19 virus can be transmitted through direct contact with someone exposed to covid 19 disease through breathing, sneezing, coughing and touching or touching objects that have been touched by someone exposed to covid 19, then holding the facial area, this virus can live on the surface with a time limit but can die if exposed to disinfectants. Data on positive cases of covid 19 on the second day of September 2020 increased by 3,075 people, bringing the total positive cases to 180,646 people. Furthermore, the COVID-19 Handling Task Force in Indonesia reported an additional 1,914 people for recovered cases. This brings the total to 129,971 (Eka Prawira, 2020; Annisa, R., Wibowo, T., & Sapti, M. 2022).

The Indonesian government urges people to apply social distancing and physical distancing. In Indonesia, the government has tried in various ways, including: (1) Self-isolation for citizens suspected of contracting covid-19, (2) Physical distancing which means maintaining distance between people, (3) Limiting national or international travel, (4) Prohibition of gathering or crowding, (5) Closing shops, restaurants, public spaces, and

schools (C.-A. Indonesia & Indonesia, 2020). A. Indonesia & Indonesia, 2020) so that all activities are carried out at home starting from studying, working, and worshipping following the appeal of President Joko Widodo on March 15, 2020 (Dewayani, 2020). The first information about COVID-19 was that it was a disease that affected the elderly and spared children. As such, this information had a great impact on children's minds: they were being spared an entirely new disease, but at the same time, adults said they had to distance themselves from the elderly (grandparents and others), as they could transmit COVID-19 to them (Santos & de Lacerda, 2020). The covid 19 pandemic has an impact on the field of education, namely learning is not allowed face-to-face at school but at home. So that learning and teaching activities are carried out online or online learning from home using technology. Online learning is the organization of learning classes in the network to reach massive and broad target groups, so that online learning can be held anywhere and followed for free or paid (Bilfaqih & Qomarudin, 2015). The studies, as mentioned above, have explored parents' perspectives and practices on children's digital use in general, leaving their beliefs and attitudes about online learning unstudied.

In particular, during the COVID-19 pandemic, the sudden shift to online learning has presented new opportunities and unexpected challenges to the affected young children and their parents (Dong et al., 2020). During the COVID-19 pandemic, online learning has been practiced almost all over the world, but so far online learning has not been practiced simultaneously (Sun et al., 2020). The Indonesian government's implementation of large-scale social restrictions has impacted community and student routines in the learning system. School From Home is a program that moves the learning process from school to home. Based on the Ministry of Education and Culture's instruction, schools to organize online learning provide meaningful learning experiences for students without being burdened with the demands of achieving all curriculum requirements. In this case, SFH considers the health and safety of students, educators, education personnel, and the community (Rasmitadila et al., 2020). Parents are required to be able to guide children to learn from home and be able to replace teachers at school, so that the role of parents in achieving online learning goals and guiding children while studying at home (Wardani & Ayriza, 2020) Learning activities in the New Normal era are still carried out with online learning, it is done for the safety of all students. There is a change in the context of activities that occur in the new normal era.

Advanced technology in learning to the maximum, Synergy between technicians, students and parents in learning activities from home, teachers, students, and parents must be proficient in using technology; teachers and parents become more creative in creating interesting and meaningful content and learning activities for children; restore the main role of the family as parents as the main educators for children; the closeness between children and parents is so much stronger (Hignasari, 2020). Good communication was the key to better online teaching. In preparing lessons, student teachers communicated with each other as well as with me. The drafts of their lesson plans were sent by e-mail, and I provided electronic feedback. Virtual office hours also helped when student teachers had questions or materials to show and wanted face-to-face discussion. The students also communicated with each other. For example, one student met her colleague virtually to practice her teaching, checking to see if the sounds or visual materials were appropriately delivered online (Kim, 2020) Online learning is carried out at all levels of education from pre-school students to university students.

With the government's policy to learn online or online, children in kindergarten do learning at home with their mothers or other family members, so children cannot meet their classmates who meet almost every day to socialize with each other. One of the regulations from the government is to carry out self-quarantine or not to travel if it is not important. But suppose all activities are only carried out at home. In that case, it will also have an impact on causing Psychosomatics, which is a physical disorder caused by

psychological factors and a pile of emotions that can cause shocks in a person in society, such as anxiety, stress, a social environment that has a lot of negative thoughts, such as because of hoax news and so on. (Fadlilah, 2020). A child's early development is influenced by several social and cultural contexts that include the family, educational settings, community, and wider society. Development reflects the influence of a number of family environmental systems and the family is included in the microsystem that is the environment in which people live. This context includes family, peers, school, and neighborhood, within which microsystems there is the most direct interaction with social people such as parents, teachers, and peers.

Children who participate in hands-on school learning are also significantly better at social interaction, and more emotionally mature. This is because when children learn at school, they often interact directly with teachers and peers, stimulating their social-emotional development (McDonald et al., 2018). However, in the current field, it is required to learn through online learning with field conditions showing that online learning has an impact on children's socio-emotional behavior, namely children are less cooperative because children rarely play together, lack of tolerance, lack of socializing with friends, limited by studying at home, children's emotions sometimes feel bored and sad, children feel homesick for friends and teachers, therefore online learning affects children's socio-emotional behavior. Previous studies have carried out analysis of the reduction in children's social-emotional abilities for various reasons, but the analysis of the reduction in children's social abilities caused by online learning due to the covid-19 pandemic has not been widely carried out. The analysis of children's reduced social-emotional abilities in previous studies is caused by the reduced intensity of children in hanging out or playing with peers. Children will become awkward in school relationships and find it difficult to have good social relationships. Therefore, this study aims to find out how online learning impacts children's social-emotional behavior.

METHOD

The research method used in this study is descriptive qualitative. This research analyzes whether online learning has an impact on children's social-emotional behavior. The subjects in this study are mothers in Raman aji village who have children attending kindergarten totaling 10 mothers. The reason for selecting the subjects is that the subjects are the closest people who know the development of their children so they choose the subjects of parents or mothers. The subjects chosen were parents who were accompanying their children for online learning. The data collection technique used was interviews and the data was analyzed using thematic, which is an analytical technique that emphasizes the preparation of coding with reference to predetermined research questions so that the themes arranged are in accordance with these research questions and become a reference in describing the phenomena that occur (Heriyanto, 2018). Researchers conducted interviews using the telephone because they were limited by the pandemic period, in conducting interviews with one participant for approximately 20 minutes using semi-structured interviews.

Data Collection	Data Reduction	Data Presentation	Conclusion
<ul style="list-style-type: none"> • Develop an interview instrument • Searching for references from various sources • Conduct in-depth interviews with 	<ul style="list-style-type: none"> • Grouping interview results • Processing data • Test credibility and triangulate sources 	<p>Compile a grouping of interviews with several sources and narrate them.</p>	<p>Concluding the impact of online learning on children's social-emotional behavior</p>

Figure 1. Research steps (Satrianingrum & Prasetyo, 2020)

RESULT AND DISCUSSION

The enactment of the Indonesian Minister of Education and Culture Regulation No. 4 of 2020 concerning distance learning in order to be more emotional to prevent the spread of Covid-19, calls for learning that collaborates the roles of teachers, students and mothers in the learning process. In addition, during the current Covid-19 pandemic, government policies in implementing social distancing for the entire community have caused all activities outside the home to be reduced and work to be done from home.

Online learning caused by covid-19 certainly affects the social-emotional behavior of children, namely children are less cooperative because children rarely play together, lack of socializing with friends is limited to studying at home, children emotions sometimes feel bored and sad, children feel homesick for friends and teachers, and children are also recorded as experiencing verbal violence due to the prevalent learning process. Kemenkes Fidiansjah (Antara & Prima, 2020) states that the socio-emotional impact of children from online learning is quite worrying, including children feeling bored because they are always in the house, children miss their friends and teachers and children also recorded as experiencing verbal violence due to the prevalent learning process. Broadly speaking, the results of this study are not much different from the socio-emotional problems in online learning described above. Specifically, socio-emotional problems such as children's lack of cooperative attitude because children rarely play together, lack of tolerance, lack of socializing with friends limited by studying at home, children's emotions that sometimes feel bored and sad, children feel homesick for friends and teachers and children are also recorded as experiencing verbal violence due to the prevalent learning process, which is explained below:

Children are Less Cooperative

Learning that is carried out at home during the covid-19 pandemic makes children sometimes less cooperative to complete the tasks given by the teacher or teacher at school which are helped by working with parents. Parents help children learn at home based on activities at school, by doing assignments from school (Diadha, 2015). Social development is related to the child's ability to interact with others, while emotional development is related to the child's ability to manage emotions effectively when interacting (Santrrock,

2014). The decrease in the child's cooperative attitude may have occurred because the child was unable to have social interactions with his friends and other people online.

... I was a little annoyed with my child, because it was challenging for him to be responsible for completing his assignments ... (interview excerpt with YY's mother)

... my child is very difficult if asked to help clean up his work or toys that he has played with... (interview excerpt with RA's mother)

... my child prefers to play with gadgets or watch YouTube rather than study together with me or his father ... (interview excerpt with Mrs. LS).

In the learning process at home, children experience a lack of cooperative attitudes that are usually trained at school and nowadays have to be online learning collective attitudes in children are slightly reduced. Children who take part in the homeschooling program experience poor social development in several aspects, such as being less able to accept diversity or multicultural and also have low tolerance for others (Rahma et al., 2018).

Children Lack of Socialization

The process of socializing where a person learns behavior, habits and other cultural patterns as well as social skills such as language, socializing, dressing, how to eat and so on. Socialization is the process by which an individual learns and internalizes norms and values throughout his or her life in the society in which he or she resides and builds his or her social identity.

... I feel that during this pandemic, my child has to do everything at home and we are not even allowed to play with his friends because of this period, now my child is more quiet than usual" (excerpt from interview with mother YY).

... every time we study together, I ask him to say the answer, he is still hesitant and a little shy (interview excerpt with Mrs. WS)

... when getting an assignment from the teacher to make a singing video, my child is always not confident, he said he was shy. (interview excerpt with mother LS)

... at this time my child rarely meets his friends, once he meets briefly with his friends they look awkward ... (interview excerpt with Mrs. HW)

In the learning process at home, children do not have peers and do not meet their friends at school so that children experience a lack of socializing with people around or their peers Social development is the development of behavior in children where children are asked to adjust to the rules that apply in the community environment. In other words, social development is the process of learning children in adapting to the norms, morals and traditions in a group. social emotional development refers to the child's ability to: have the knowledge to manage and express emotions completely both positive emotions and negative emotions, be able to establish relationships with other children and adults around them, and actively explore the environment through learning Children's social development is obtained from maturity and learning opportunities from various environmental responses to children.

Optimal social development comes from healthy social responses and the opportunities given to children to develop a positive self-concept. Through play activities, children can develop their interests and attitudes towards others. On the other hand, activities that are too much dominated by the teacher will inhibit children's social-emotional development. From the social-emotional side, play activities train children to understand the feelings of other friends. Conflicts in their interactions will help children understand that people other than themselves, namely their friends, have a different perspective from themselves. The decrease in the achievement of social-emotional development is likely to occur because online

children cannot have social interactions with other people, especially teachers and friends (Wulandari & Purwanta, 2020).

Children's Emotions That Sometimes Feel Bored

Without realizing it, children will feel bored if they are constantly at home, and do activities or activities at home to prevent transmission of covid-19. This certainly has an impact on children's socio-emotional, the factor that affects children when studying at home is that children will feel bored quickly because learning is done independently (Wiguna et al., 2020). The implementation of the study-at-home policy makes some students feel anxious and depressed. The large number of tasks given by teachers makes many students feel stressed in undergoing online learning (Drane et al., 2020).

... every time I ask my child to study or do online assignments from the teacher, my child always complains that he feels bored with ... (interview excerpt with WN's mother)

... my child always whines to ask for a walk, or just wants to meet a friend who is not far from home, I know that maybe it is a form of boredom that he feels while at home and school from home ... (interview excerpt with Mrs. SK)

... my child looks very sad when he has to study with me at home, he says, he wants to study and meet his friends at school, if at home he feels bored. (interview quote with mother MN)

... there is just my child's behavior when he starts to get bored with activities at home, one of which is by bullying his brother at home ... (interview excerpt with mother EP)

Boredom is a situation that is often experienced by everyone, especially children in this kind of situation. Boredom can arise due to uninteresting environmental situations, tends to be monotonous and unmotivated and from oneself already bored with a situation. This causes anxiety when online learning is carried out during the covid 19 pandemic, this anxiety is the emergence of boredom when studying at home (Oktawirawan, 2020). Emotions that arise in children also depend on how parents or people around them support how learning occurs in the home, as said by (Drane et al., 2020) Emotional support for learners and their families is key and support must reach out and be proactive to ensure that families most affected by this situation manage emotionally, financially and logistically.

In the research results (Dayal & Tiko, 2020) with the title "When are we going to have the real school? A case study of early childhood education and care teachers' experiences surrounding education during the COVID-19 pandemic" states that this survey found varying degrees of the emotional well-being of pre-kindergarten (under five) children in the US, who experienced feelings of boredom or confusion. An additional worrying 52% of children are concerned that they are not learning enough to prepare for when school opens, with the same percentage of parents sharing the same concerns. The impact of boredom is different for each child depending on how the child responds to and handles boredom.

Children Miss Friends and Teachers

In the process of socialization at school, the main actors of socialization are teachers and friends. Teachers who guide children in the socialization process teach various kinds of knowledge that children have not found in the family. During the covid-19 pandemic, which required children to study at home, children felt that they really missed their friends and teachers. Interest can also be interpreted as a tendency

to pay attention and act towards a person, activity or situation that is the object of that interest accompanied by feelings of pleasure.

... the child when learning, the child always complains about missing his friends, wants to learn if he is with his friends and whines when the learning will begin ... (excerpt of interview with Mrs. HW)

... the child seems less focused on learning with me because he thinks it is less interesting to learn with me he says he prefers to learn with his friends and teachers.... (interview excerpt with Mrs. WS)

... the child always asks to go to school to meet the child and his friends... (interview excerpt with mother MN)

When doing online learning at home and quarantine at home, children feel stressed and bored learning at home and miss their friends and teachers, this requires the role of parents who help children provide encouragement and internal reinforcement. When children have started to build reinforcement within themselves in accordance with the learning tasks they undergo, it will have a significant impact on them (Subarto, 2020).

Children Experiencing Verbal Abuse Due to Unusual Learning Processes

Verbal violence in children is all forms of speech from parents to children that are threatening, suppressing and frightening and insulting, but sometimes parents often unintentionally say such words. Without realizing it, parents have committed violence against children, namely verbal violence or violence carried out through hurtful words that mean harassing children's abilities, downplaying the meaning of children, giving negative nicknames to children, and giving the impression that children are not expected to have a long-term impact on children's feelings and can affect children's self-image (Erniwati & Fitriani, 2020). These insulting and demeaning words will be recorded in the child's memory tape. The longer it is, the heavier it will be and make children have a negative image.

... in online learning that is carried out at home and I help my child to learn sometimes I myself am still impatient to deal with it, still often annoyed if it is not easy to understand ... (excerpt of interview with WSK's mother)

... After studying together with my child he always says that mom is fierce when teaching ...

(interview excerpt with Mrs. WN)

... my child if I ask him to study or do assignments from school always makes excuses because he is afraid that I will get angry if he cannot ... (interview excerpt with Mrs. RS)

The number of parents who during the pandemic accompany their children to study or do assignments from school, do not realize that parents often get angry if their children are not biased, this makes children feel afraid. Verbal abuse is considered something common, but behind it all, verbal abuse actually has a very negative impact on children, including: children are less sensitive to the feelings of others, development is disrupted, aggressive, emotional disturbances, self-confidence will drop, cause suicide and create a vicious cycle of verbal violence in the family. Even higher the violence received can cause memory loss. Verbal violence against children will foster hurt and make them think like what their parents often say.

Every word that aims to hurt children will affect children's lives now and later (Erniwati & Fitriani, 2020). This verbal violence in children will foster hurt and make children always think about the words spoken by their parents.

CONCLUSION

The impact of the covid-19 pandemic on the education system in Indonesia provides a situation where learning is done online. However, learning is carried out by teachers who pay attention to good speech and behavior and do not involve children directly in playing with their peers, which will have an impact on children's social-emotional behavior. For example, children are less cooperative because children rarely play together, lack tolerance, lack of socializing with friends is limited, children's emotions sometimes feel bored and sad, children feel homesick for friends and teachers children are also recorded as experiencing verbal violence because of the prevalent learning process. The results of this study can be used as a reference to evaluate the implementation of online learning or learning from home, considering that online learning will continue.

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