



# The Impact of The Dissemination of The Covid-19 Epidemic on Social Development in Early Children

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## ABSTRAK

Dengan merebaknya wabah Covid-19 seperti mewabah di dunia, kebijakan menjaga jarak fisik (*physical distance*) dan jarak sosial (*social distance*) telah mengubah pola kehidupan di segala bidang. Dunia pendidikan di semua jenjang, termasuk pendidikan anak usia dini (PAUD), juga merasakan dampaknya. Belajar di rumah dengan sistem online merupakan pilihan yang sangat diperlukan, yang menimbulkan permasalahan baru di bidang pendidikan. Penelitian ini bertujuan untuk menganalisis dampak wabah Covid-19 terhadap perkembangan sosial anak usia dini. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Teknik yang digunakan untuk memastikan keabsahan data menggunakan segitiga sumber dan waktu, sedangkan teknik analisis yang digunakan dalam penelitian ini adalah teknik analisis kualitatif. Hasil akhir dari penelitian ini menunjukkan bahwa pengaruh Covid-19 terhadap perkembangan sosial anak usia dini yang mengharuskan pemerintah mengeluarkan kebijakan penerapan pembatasan kegiatan masyarakat (PPKM) yang menyebabkan anak harus belajar dari rumah dan akibatnya berdampak pada perkembangan anak seperti perkembangan kognitif, bahasa dan perkembangan sosial anak usia dini.

## ABSTRACT

With the spread of the Covid-19 outbreak, such as an epidemic in the world, the policy of maintaining physical distance (*physical distance*) and social distance (*social distance*) has changed the pattern of life in all fields. The world of education at all levels, including early childhood education (PAUD), also feels the impact. Studying at home with an online system is an indispensable option, creating new problems in the field of education. This study aims to analyze the impact of the Covid-19 outbreak on the social development of early childhood. This research uses a qualitative descriptive research type. Data collection techniques using interviews, observation, and documentation. The technique used to ensure the validity of the data uses the source and time triangle, while the analytical technique used in this study is a qualitative analysis technique. The final results of this study indicate that the influence of Covid-19 on the social development of early childhood requires the government to issue a policy of implementing community activity restrictions (PPKM) which causes children to study from home and consequently has an impact on children's development such as cognitive development, language, and development early childhood social.

## 1. INTRODUCTION

Education is a long-term investment that requires substantial funds and effort. Education serves to improve the quality and quality of society so that they can live better (Koehler & Schneider, 2019; Ratten, 2020). The education process itself is carried out since humans are born. The basic education of a child begins with early childhood education. The implementation of early childhood education aims to provide optimal stimulation for children (Kurniah et al., 2019; Muhdi et al., 2020). Early childhood education is an effort to train children from birth to six years of age by providing educational stimuli to help them grow physically and spiritually so that children are ready to enter further education (Gayatri, 2020; Kuswandi et al., 2020; Redondo et al., 2020). Thus we must reorganize the management of early childhood education so that it can be carried out effectively, efficiently, productively and accountably in order to increase the growth and development of children (Fegert et al., 2020; Kazu & İş, 2018). The teaching and learning process is essentially a reciprocal interaction between students and teachers that occurs in the school environment (Jurkowski & Müller, 2018; Melasalmi & Husu, 2019). This activity is carried out as an effort

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to convey messages from the source of the message to the recipient of the message. Communicators, communicants, messages, and message channels are components that must exist in the process of learning activities. In normal circumstances, learning activities at all levels of education are carried out inside and outside the classroom (Nisa & Kusmiati, 2020; Sumandiyar et al., 2021). Activities are also carried out directly through face to face between teachers and students so that there is reciprocal interaction in the learning process.

However, these activities seem to have to be replaced with new activities that have never been imagined and thought of before. Work From Home (WFH), Learn From Home (LFH), and Learning From Home (BDR) are new terms that are widely applied in this COVID-19 pandemic (Feng & Zhou, 2022; Slovaček & Čosić, 2020). This is done by the government as an effort to reduce the rate of transmission of the epidemic that is spreading in the world. Education is one of the zones most affected by the Covid-19 outbreak (Putra et al., 2020; Rumbley, 2020; Sumandiyar et al., 2021). This is because the Covid-19 outbreak spreads quickly and with a wide scope. Based on a report from ABC News on March 7, 2020, there were school closures in several countries as a result of the COVID-19 pandemic (Kowal et al., 2020; Siddique et al., 2021). The problems currently being faced by educators require that all activities be centered at home starting from work, study, and school through an online learning system, given how vicious and fast the transmission of this virus is, the government instructs all elements of educational institutions to continue carrying out the learning process through online that is completely online, so educators are required to be able to adapt to the new education system known as the new normal so that collaboration between educator elements and family elements is needed so that the learning process that is carried out continues to run well.

The word interaction in general can be interpreted as an activity that is interconnected or reacts to each other that occurs in two or more individuals. While social is related to society. Basically, humans are social creatures, namely creatures who need other people for the survival they live. Humans try to establish good relationships with other people, be it with people who are older or younger than them, even with friends of their age or peers (Mohajan, 2017; Nichita et al., 2021; Nugraha et al., 2018). However, because of the Covid-19 pandemic in 2020, it forces humans to limit their direct interaction with one another. Social interaction is needed in social life, because social interaction is the key to social life itself. Especially for a child, social interaction is one of the things that children need to be able to build character and social skills in interacting with other people (Bottema-Beutel et al., 2018; El-Dairi & House, 2019). The process of development in early childhood occurs rapidly and is fundamental to later life. Early childhood itself is a child aged between 0-8 years. In this phase, the process of growth and development in various aspects occurs, and among them are aspects of moral and social interaction.

Based on the above phenomenon, the learning process at the early childhood education level must continue, even more attention is given to them than normal conditions (Alan, 2021; Yıldırım, 2021). Children need education to optimize all aspects development for the future in taking the next level (Dong et al., 2020; Gayatri, 2020). Other research said that the learning process from home through online learning ideally they should still be able to meet the learning needs of students in order to develop skills and interests according to their level of education (Astuti, 2021; Suhendro, 2020). To do this, educators need to develop appropriate curricula, available learning resources, as well as support for fixed devices and networks so that communication between students and educators can be effective. Readiness of human resources includes educators (teachers and lecturers), students, and parental support are the most important parts in the implementation of online learning (Erawati et al., 2021; Lafave et al., 2021). The online learning process is expected to remain a solution during this pandemic. With the many obstacles faced in the online learning process, educators must continue to carry out their duties to educate.

Differences in previous studies discuss about student learning outcomes while in the research that will be carried out discusses online learning in TK Gugus Mawar Kec. Coastal Tassel (Norkhalifah, 2020). The similarities between previous research and this research are both discussing the effectiveness of online learning during the pandemic. The difference in the previous research was carried out in PAUD in Kediri City, while this research was carried out in PAUD Kec. Rumbai Pesisir (Egan et al., 2021). The purpose of this study is to present information related to teacher perceptions regarding the challenges of implementing online learning at home due to the impact of the Covid-19 pandemic at PAUD Padang City.

## 2. METHOD

The research method uses a qualitative research field, namely: research procedures in the form of written and spoken words from people and observable behavior of informants (Phillippi & Lauderdale, 2018). Therefore, the primary data needed is in the form of interviews with informants. In this case, this approach is closely related to observations (Field-Springer, 2020). The nature of the research used is

descriptive qualitative case study type. The case study includes an in-depth and contextual analysis of a similar situation with another organization, where the nature and definition of the problem that occurred was similar to the problem being experienced today. In the context of this research, the research subjects are early childhood children who study at AL-Fadhilah Kindergarten, Dusun Getap, Paok Village, Lombok, Suralaga District. This research activity began with a field survey, while the research location used by researchers was in AL-Fadhilah Kindergarten, Dusun Getap, Tebaban Village, Suralaga District.

The data is the result of the author's recording, both in the form of facts and figures. The source of data in the study is the subject of the data obtained. "The main data sources in qualitative research are words, and the rest of the actions are additional data such as documents and others. Data is results recording Writer, ok in the form of fact nor numbers. Source of data in study is subject from the data obtained. "The main data source in study qualitative are words, and action the rest is additional data like document and others. As for researcher sources used in compiling Report this grouped Becomes two that is primary source and source secondary. Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing data collection techniques, researchers will not get data that meets the data standards set, so researchers in this type of qualitative research use data collection techniques through interviews, observation and documentation (De Andrade et al., 2018).

Validity of data in study qualitative aim for knowing the credibility of the data collected During research. Techniques used for test validity of data in study this is data triangulation , data triangulation , namely more techniques prioritize effectiveness results research. In study this researcher use method study qualitative, that is use words, things this can influenced by credibility the informant , time disclosure, the conditions experienced (FitzPatrick, 2019). In addition to using triangulation of data, this research also uses triangulation of time and triangulation of sources. Data analysis is an activity after data from all data sources are collected. technique analysis used in study this is technique qualitative data analysis , namely base analysis on existence connection semantics between problems study Data analysis in study qualitative using the Miles and Huberman model. The Miles and Huberman model qualitative data analysis techniques include Data Reduction (Data Reduction), Data Display (Data Presentation), and Conclusion Drawing/Verification (Conclusion).

### 3. RESULT AND DISCUSSION

#### Result

Some of the impacts caused by the learning from home (BDR) process include the following. Many parents complain about their children's declining development due to the lack of parental skills in providing guidance when children have to study from home. This is evidenced by the answer of the first respondent by responding: When learning from home, children are lazy so that learning outcomes are less than optimal, plus my inability to provide guidance to children when children have to study from home. Based on this response, the author's analysis states that the basic needs of children that must be met for optimal child development are physical-biomedical needs (nurturing), emotional/love needs (love), and the need for mental stimulation (stimulation). Learning Becomes not enough effective. This is because the learning process is carried out at home by utilizing assistance from parents, this problem is strengthened Based on results answer from a number of respondents. As stated by the first respondent said that Learning through the online system is less effective because during this pandemic there is an appeal to make online learning that does not burden children. So basic competencies do not have to be achieved, the most important thing is only to provide contextual learning theory that does not burden children and parents.

This phenomenon is very unfortunate considering the opinion says that children learn actively through experiences that are done directly (Louis et al., 2019). This sociocultural theory also states that parents, caregivers, and peers also play an important role. Children think differently than adults. In addition, one's thought process is also considered as an important aspect that determines the way one understands the world (Vygotsky, 2019). Impact activity learning done from House consequence from covid-19 pandemic against development social child of them is as following. First, Children become less social. That thing conducted because protocol applied health government to use reduce rate the transmission of covid-19 with implement social distancing. So expected everyone, no except children for permanent be at home and avoid crowd. Activity the of course good for applied to use guard health so as not infected the covid-19 outbreak, however of course will give impact for development social child.

This is reinforced by the opinion which states that at this time the level of social interaction skills will be seen, his ability to get along, and the ability to adapt to circumstances or rules that exist in the surrounding environment (Eadie et al., 2021; Lafave et al., 2021; Timmons et al., 2021). Besides that, this process can also made exercise and guidance for child for going to on level more social personality good

again and naturally will print responsible generation answer. Second, Children's motivation to decrease. This information was obtained from a statement given by Mrs. Rina Oktia Yulianti as the student's guardian from M. The word of Maulana Marzuki who said that: Now the face-to-face learning process is no longer valid and the current trend is the online learning process that utilizes the WhatsApp application, while learning activities like that make children not happy. Friends while now the children only study from home. This statement is in line with the opinion which states that the pattern of social behavior in early childhood is competition, competition is an encouragement for children to carry out activities to produce the best possible results (Spiteri, 2021; Timmons et al., 2021).

COVID-19 pandemic has also provided impact on development language child, like demonstrate expressive language skills (express language verbally and non-verbally), and understand receptive language (listening and reading). This was obtained through the expression given by Mrs. Susilawati as the homeroom teacher for group A2 which said that: The learning process through the online system can have an impact on children's language development because when the online learning process is carried out there are no activities that are usually carried out during normal activities such as expressing wishes, answering simple questions and retelling what has been done or heard. This expression is in line with the opinion which says that the development of speak and speak the could develop along running time (Davies et al., 2021; Dias et al., 2020; Wheeler & Hill, 2021). Environment including environment school is wrong one agent who has influence on development speak and speak child. Through school, child will study imitate and repeat the words used by the teacher and inhabitant school other (Tohidast et al., 2020).

## Discussion

Based on the results of data processing and interviews, it was found that parenting styles affect children's emotional abilities during this pandemic. With the Covid-19 Pandemic and with the issuance of a Joint Decree of 4 Ministers which provides a policy that the teaching and learning process is moved to home in order to suppress the spread of the Corona Virus, parents and teachers are overwhelmed. The home study policy set by the Ministry of Education and Culture was initially very unexpected and should not have happened, but due to the current situation and conditions that do not allow the learning process in school institutions, the reason is to prevent the Corona Virus outbreak from spreading too far and causing an impact, especially in the field of education. The Ministry of Education and Culture is trying as much as possible so that education actors, such as teachers to students, must still be able to get proper and optimal learning.

At the age of 4-5 years, the child not only describes himself psychologically, but sees other people (Davies et al., 2021; Dias et al., 2020). By seeing and paying attention to other people, children add insight and knowledge in the social field. Most of this information is obtained by children from their playing activities (Cusinato et al., 2020; Di Giorgio et al., 2021). Playing is a fun activity for children, because basically the world of children is the world of play (Fauziddin & Mufarizuddin, 2018; Leggett, 2017). When playing, children are free to express their feelings, such as angry, sad, happy, happy, and satisfied. Especially when children play with their friends in groups, children can get more information from all kinds of emotions shown by their friends than playing alone. Therefore, social interaction in early childhood is very necessary because children will be taught how to live in society, then the child will also be taught various roles which will later become self-identification, besides that when doing social interaction the child will get various information that is around him. However, restrictions on social interaction during (Hugelius et al., 2021; Mertala, 2019).

In line with the research, PAUD teachers are required to be creative and innovative in online learning, learning activities can use tools and materials that are easily found around the child's home (Ferri et al., 2020; Satrianingrum et al., 2021; Silk et al., 2020). However, from the three questionnaire statements, the researchers found that in online learning there are still teachers who give assignments to children not on time. This pandemic makes the social scope of a child limited, they cannot leave the house and play freely with their peers (Alan, 2021; Dong et al., 2020; Gayatri, 2020). Restrictions on social interaction in children can affect social and language development in children. Social development is an achievement of maturity in social relations, it can also be interpreted as a learning process to align oneself with norms, morals, and traditions, namely assembling themselves into a unity that communicates and cooperates with each other. This can have an impact on the psychological state of a child and can make him unfamiliar with his social environment later and make him reluctant to interact with others.

## 4. CONCLUSION

The learning process through the online system can affect the cognitive development of early childhood because of the lack of ability of the guardians of students to provide guidance and assistance



when the online learning process is carried out so that it has an impact on children's learning. Government regulations requiring every element of education to carry out online learning activities also impact early childhood social development. Educational institutions or schools must continue to pay attention to and unite early childhood development, especially during this pandemic. It is hoped that education, in particular, will increase their creativity in providing learning so that children do not get bored quickly even though they are doing learning activities.

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