

Emotional Social Development of 4 years old Children in Pandemic Time (COVID-19)

Perkembangan Sosial Emosional Anak Berumur 4 Tahun di Waktu Pandemi (COVID-19)

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ABSTRACT

Not every child can successfully pass tasks in social-emotional development at an early age, so that various obstacles can occur. Educators and parents should understand children's development by providing guidance, especially during a pandemic, which requires children to study at home. The research objective was to determine the social-emotional development of children aged four years during the pandemic (Covid 19). This research method is quantitative. The place of research was conducted in PAUD Terpadu Tarbiyatul Athfal, East Banjarmasin. The research subjects were 15 children aged four years—data collection techniques using closed questionnaires and observation. The results showed that the aspects of interaction with peers were equal to 100%. Friendly learning aspect and intense interaction aspect equivalent to 93.3%. Friendly part and starting to be more adaptable, equivalent to 33.3%. Elements of showing an attitude of cooperation, participation, group activities, and playing dramas are equal to 40%. This indicates that during the pandemic (Covid 19), interaction with peers was classified as very good even though there were still children whose development period was unknown.

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1. INTRODUCTION

Every child has talents that still have to be developed. Children have unique characteristics and are different from adults and will develop into full adult humans. This child is an individual who has a specific development pattern and needs that are different from adults. The process of child development to become an adult human must go through a period of development. Early childhood is “the golden age” of all aspects of development in life, be it physical, cognitive, social-emotional development, and character-building in children (Latifah, 2020).

The amendment to the 1945 Constitution Article 28 B paragraph 2 states that “Every child has the right to live, grow and develop and is entitled to protection from violence and discrimination.” UU no. 20 of 2003 concerning the National Education System Chapter 1 Article 1 Point 14 states that “Early Childhood Education is a coaching effort aimed at children from birth to 6 years of age which is carried out by providing educational stimuli to assist physical and spiritual growth and development. Children have the readiness to enter further education”.

Kindergartens and early childhood education institutions are very important to build and create future generations of quality to optimize the golden potential of children. Preschool-age children's education will significantly contribute to children's success at the next education level (Solehuddin, 2000). The implementation of Early Childhood Education institutions is seen as the foundation for implementing academic and emotional education. Emotional intelligence is the ability to recognize one's feelings and the feelings of others, the ability to motivate oneself and manage emotions well, in oneself, and in dealing with other people (Yusuf, 2002).

Emotional, social development is the development of children's behavior to feel, understand others, and adapt to the rules that apply in society. Emotional, social development includes emotions, personality, and interpersonal relationships (Papalia & Olds, 2004). According to Wiyani (2014), interpersonal relationships in daily

human life cannot be avoided. Even without these relationships, humans will certainly not be able to survive. Social-emotional development in early childhood is significant because emotional-social behavior is closely related to various activities in life. The stronger the emotion exerts pressure, the stronger it will shake the balance of the body to carry out specific actions. Emotions are feelings that are physiologically and psychologically owned by children and are used to respond to events that occur around them. Emotions for early childhood are essential because, with emotions, children can focus attention, and emotions provide power to the body and organize the mind to suit their needs. Emotion is a fluctuation of self-adjustment that comes from within and involves almost the entire individual. Emotion also serves to achieve self-fulfillment, protection, or personal well-being when dealing with specific environments or objects.

Hansen and Zambo (2007) describe emotions' function in early childhood life; for example, fear is one of the emotions used for "survival." Emotions of fear arise in children, so children become aware of the environment and cause a caution in children. A smile is an expression of happy emotions, with a child's smile that will be able to give a signal to his surroundings about the situation being experienced and the need for interpersonal relationships. Emotions help children, over time to survive and communicate with the environment. Emotions develop over time; emotions in early childhood development from simple ones to more complex conditions.

Emotions develop as a result of interaction with the environment. According to Bronfenbrenner (Santrock, 2011), many systems affect child development: microsystems, mesosystems, ecosystems, macrosystems, and chronosystems. One of the systems that have the most powerful and direct influence on child development is the microsystem. The microenvironment is an environment that causes children to make direct contact and influence each other. The microenvironment has a unique role in the development of children: parents, teachers, and the quantity and quality of adequate care in this micro-system.

Several researchers have also researched child development. Martani (2012) found that teachers' understanding of providing stimulation for early childhood emotional development still lacks because teachers emphasize the importance of cognitive abilities in children. Teachers tend to ignore emotional development in children, thus allowing developmental problems in children. The results of research conducted by Setyowati (2005), that is, a democratic and culturally interactive pattern of communication, will ultimately determine the success of the socialization process in children. The socialization process is necessary because there will be a positive value system transmission to children. The value system in Javanese culture that is socialized to children has a lot of positive influence on the formation and development of children's emotions. This is a value system that deals with the emotional qualities of children, including values of respect, manners or courtesy, patience in solving problems, and tolerance which form the basis for the formation of children's empathy. Thus, children will grow and develop into intelligent individuals, both intellectually and emotionally, which eventually becomes the basis for other intelligence, namely social, moral, and spiritual intelligence.

Hastuti et al. (2010) also proved that providing optimal psychosocial stimulation will improve children's cognitive development. Supported by research conducted by Gultiano & King (2006) in the Philippines, it proved that there was an increase in psychosocial development by 6 - 11% in children aged 0-4 years who were stimulated for two years on seven domains as measured by the Revised Early Childhood Development Checklist (REC) instrument, namely: Gross motor, fine motor, self-help, receptive language, expressive language, cognitive, social-emotional. Research conducted by UNICEF Indonesia in 2012 proved the results of a study on school readiness in six districts in Indonesia, showing that early childhood education programs have helped develop psychosocial and cognitive competencies.

Distribution for social development, the most significant number of samples for social development samples, namely social development, is not appropriate as many as 37 samples (54.4%) and social development according to as many as 31 samples (45.6%). Darsana's (2012) research results in Bali state that child development will be optimal if social interaction is made according to the child's needs at various stages of development. Child development is a critical period that requires stimulation or a good situation for developing potential, so it needs attention. Stimulation, detection, and early intervention activities of comprehensive and coordinated growth and development deviations are held in the form of partnerships between families and professionals (health, education, and social) to improve the development and readiness of early childhood to enter formal education (Kusbiantoro, 2015). The high number of delays found can reduce the quality of life in the future, so efforts are needed to overcome them. The COVID-19 pandemic has brought about emotional consequences on students, namely feelings of isolation, frustration, boredom, anxiety, or stress bringing with it a response of hopelessness, depression, or even anger (Yolanda, 2020).

Facts in the field show that when children enter playgroups or Early Childhood Education and Children's Parks, they start to leave their family environment and enter a new world. This incident is a situation that changes from a safe emotional atmosphere to a new life that children do not experience when they are in the family environment. The new world that children enter must be clever at placing themselves among their peers, teachers, and adults.

When they first came to Tarbiyatul Athfal Kindergarten for observation, they were very enthusiastic about the researcher's arrival. Before starting the observation, the researcher participated in gymnastics activities with the children there. On average, there were 15-20 children in each class. Starting from the observation, the researchers chose children aged four years. When making observations, some children seemed less active in interacting with

researchers, and some children were active in interacting quickly with new people.

Children aged four years children begin to be able to interact with friends and people around them. The children dared to approach the researcher and invite them to interact, such as getting acquainted, hugging, and asking to be carried. Researchers observed that children could wash their hands, eat themselves, and take care of themselves.

Not every child can successfully pass their duties in social-emotional development at an early age so that various obstacles can occur. As educators and parents, we should understand children's social and emotional development as provisions guiding children to develop their social and emotional abilities properly. In the problems that occur as above, efforts are needed to understand the emotional development of children at the age of 4 years so that researchers are interested in conducting research.

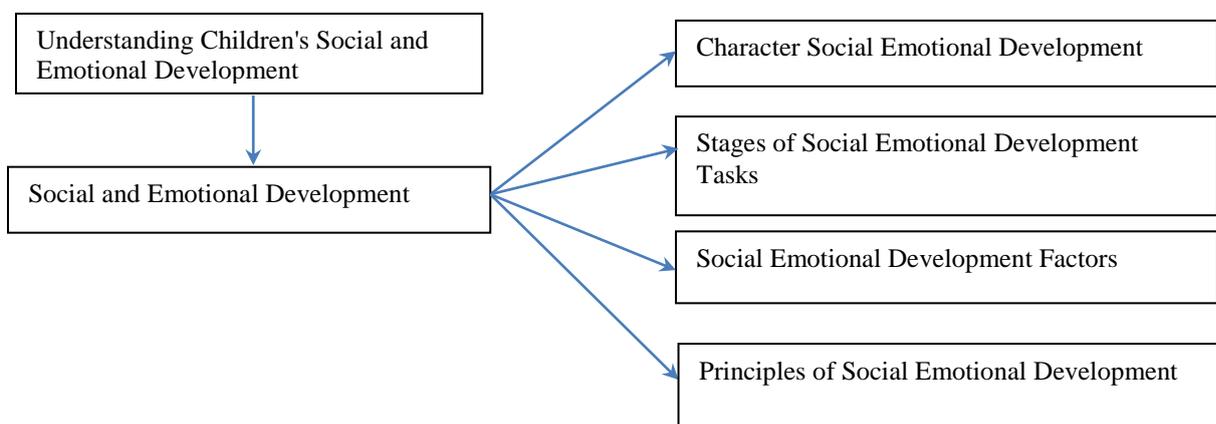
It contains problems that show the urgency of this paper. Expand the data and previous research or previous theory. Explain the issue in this paper, what you want to answer, and the benefits of this paper are theoretical and applicable. Explain how to answer the problem, explain the method used argumentatively, systematically, consistently, and in paragraph form—end to write an article. The maximum length of the article as a whole is 8-10 pages.

2. THEORITICAL FRAMEWORK

According to the American Academy of Pediatrics (Nurmalitasari, 2015), social-emotional development is a child's ability to know about managing and expressing emotions completely, both positive and negative, and interact with other children or adults around him, and actively learn by exploring the environment. Emotional and social development is seen from four things: the characteristics of emotional, social development, stages of social, emotional development, social, emotional development factors, and social-emotional principles.

The characteristics of children's socio-emotional development can be seen from the intense emotional reactions of children. Emotional reactions often appear at every event, easily changing from one condition to another. Emotional responses are individual and can be recognized through behavioral symptoms. According to Erikson (Slavin, 2006), social and emotional development stages are the first, Trust vs. Mistrust. The second stage is Autonomy VS shame and doubt; the third phase is Initiative VS Guilt Fourth stage is Industry vs. Inferiority. Various factors that affect children's emotional development are a state within the individual, conflicts in the development process, and environmental causes. While the social development of children can be influenced by factors, namely the family environment, factors from outside the home, and factors that influence early social experiences.

The principle of social-emotional development is that all aspects of development in children are interrelated. Example: a child's language skills will affect his ability to perform social relationships; Development occurs in relatively regular order; Development takes place in various ways; The child's early experiences greatly influence the child's development; Development leads to more complex things; Various contexts influence child development; Children are active learners; Development is the result of the interaction of biological maturity and the environment; Play is an essential vehicle for a child's development; Child development will improve if given the opportunity; Each child has a different way of acquiring knowledge or skills and comprehensive services. Below is the frame of mind:



3. RESEARCH METHODOLOGY

This research method includes quantitative. This design uses structured research, obtains answers through a process of observation and closed questionnaires.

4. RESULTS AND DISCUSSION

Definition Operational

The variable in the study is social-emotional development. Emotional, social development is a child's ability to know good and negative emotions, control the child or adult around him, and actively learn by exploring the

environment.

Data Description

This research uses quantitative methods; the sample used in this study is the students of Integrated Early Childhood Education Tarbiyatul Athfal, East Banjarmasin, through a questionnaire research instrument about the social-emotional development of 4 years old.

When the research data has been collected, a research instrument is made in a questionnaire. The research subjects were 15 students aged four years in the Tarbiyatul Athfal Integrated Early Childhood Education, East Banjarmasin. The next stage is to perform statistical calculations and report the results. The following data are obtained in the form of the number of subjects that meet the social-emotional development aspects that have been passed by students aged four years:

Table 1. *Stage of Social-Emotional Development of a 4-Year-Old Child, 2020*

No	Aspects of Social-Emotional Development	Able	Has not been able to	Do not know
1	Forced to do routine tasks by myself, but when it failed to express frustration.	1	14	0
2	Enjoys talking to himself and sometimes has strong emotional connections with imaginary friends.	9	6	0
3	Expressing pride in what is accomplished often asks for adult recognition.	12	3	0
4	Friendly and starting to be more adaptable.	5	9	1
5	Sudden mood swings, angry with frustration, disappointment because requests are not fulfilled.	14	0	1
6	Show a cooperative attitude, participate in group activities, play dramas.	6	8	1
7	Shows anger verbally rather than physically, for example: "you are not my friend anymore."	13	1	1
8	Observing and commenting on behavior, for example: "how come you like to cry like a baby."	14	0	1
9	Begins to learn to be friends, showing a choice of intense interactions.	14	0	1
10	Waiting for your turn (queuing).	14	0	1
11	Children begin to be interested in playing with other children and initiate or play with their peers.	14	0	1
12	Wear clothes without assistance and play cards, brush teeth without assistance.	14	0	1
13	Start school.	15	0	0
14	Can interact with his friends.	15	0	0

Result

The results of the calculation, the percentage of scores obtained on the aspects of social-emotional development are as follows:

Table 2. *Social Development of children aged four years, 2020*

No	Aspects of Social Development	Able		Has not been able to		Do not know	
		F	%	F	%	F	%
1.	Friendly and starting to be more adaptable	5	33,3	9	60	1	6,66
2.	Show a cooperative attitude, participate in group activities, play dramas	6	40	8	53,3	1	6,66
3.	Begins to learn to be friends, showing a choice of intense interactions	14	93,3	0	0	1	6,66
4.	Children begin to be interested in playing with other children and initiate or play with their peers.	14	93,3	0	0	1	6,66
5.	Wear clothes without assistance and play cards, brush teeth without assistance.	14	93,3	0	0	1	6,66
6.	Start school	15	100	0	0	0	0
7.	Can interact with his friends	15	100	0	0	0	0

Description of the percentage achievement in aspects based on the acquisition of the subject's score

compared to the ideal score, then the percentage of the score will be interpreted through the following intervals:

- 90% - 100%: Very High
- 61% - 89%: High
- 50% - 60%: Enough
- 35% - 49%: Low
- Less than 35%: Very Low

A total of 15 students aged four years were enrolled, and it was recorded that they had started school and socialized with their peers. Five of the seven existing social elements five have shown excellent development when viewed from the social aspect. For example, 15 children (100%) can interact with their friends; 14 children (93.3%) were able to show intense interaction options; 9 children (60%) have not been able to be friendly; 8 children (53.3%) have not been able to cooperate, participate in group activities, play dramas. The following data were obtained from the results of filling out the questionnaire in the form of total subjects who met the aspects of social, - emotional development that four-year-old students had gone through:

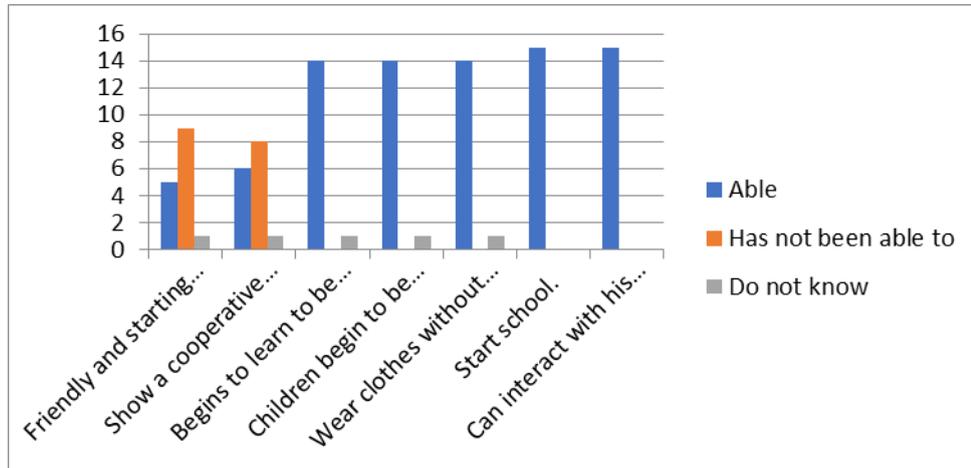


Chart 1. Social Development of 4-year-olds

Chart 1 shows A total of 15 children aged four years were enrolled, and all children were recorded as having started school and socializing with their peers at that age. This can be seen in the social aspects of children, of the nine existing social elements, 7 of which have shown excellent development. For example, 15 children (100%) can interact with their friends, 14 children (93.3%) are starting to learn to be friendly and show intense interaction options, one child (6.66%) is still unknown.

Table 3. Emotional Development Aspects of 4 Years Old Children, 2020

No	Emotional Development Aspects	Able		Has not been able to		Do not know	
		F	%	F	%	F	%
1.	Forced to do routine tasks by myself, but when it failed to express frustration.	1	6,66%	14	93,3%	0	0%
2.	Enjoys talking to himself and sometimes has strong emotional connections with imaginary friends	9	60%	6	40%	0	0%
3.	Expressing pride in what is accomplished often asks for adult recognition	12	80%	3	20%	0	0%
4.	Sudden mood swings, angry with frustration, disappointment because requests are not fulfilled	5	33,3%	9	60%	1	6,66%
5.	Shows anger verbally rather than physically, for example: "you are not my friend anymore."	13	86,6%	1	6,66%	1	6,66%
6.	Observing and commenting on behavior, for example: why do you like to cry like a baby?	14	93,3%	0	0%	1	6,66%
7.	Waiting for your turn (queuing)	14	93,3%	0	0%	1	6,66%

Description of the percentage achievement in aspects based on the acquisition of the subject's score compared to the ideal score, then the percentage of the score will be interpreted through the following intervals:

- 90% - 100%: Very High
- 61% - 89%: High
- 50% - 60%: Enough

35% - 49%: Low

Less than 35%: Very Low

The table above shows the results of research on the emotional aspect. 4 children show good development, namely being able to express pride in what has been achieved, often asking for adult approval, showing anger verbally rather than physically, observing and commenting on behavior, and waiting for their turn. Fourteen children (93.3%) showed a sudden change in mood, angry because of frustration, and disappointed because the request was not fulfilled. One child (6.66%) is still unknown.

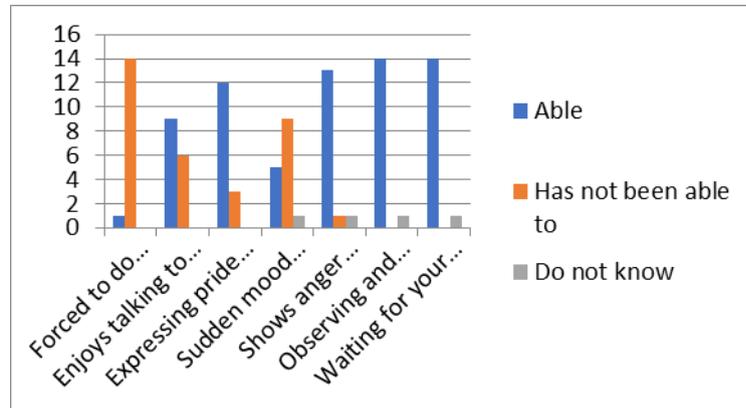


Chart 2. Emotional Development of a 4-Year-Old Child

Chart 2 shows the emotional development of 4-year-olds who know is observing and commenting on behavior and waiting their turn, namely 93.3%. While the element forces them to do routine tasks themselves, 14 children do not know their behavior when they fail to express their frustration.

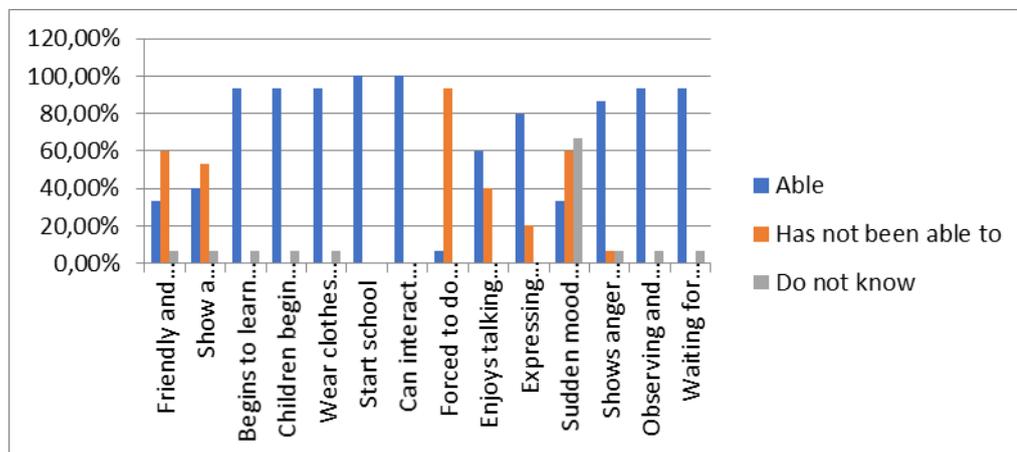


Chart 3. Social and Emotional Development of a 4-Year-Old Child

So, the social and emotional development of 4 years old shows that children are not an obstacle during the Covid 19 pandemic, even though they do not attend the learning period at school. Their development can still be fulfilled when they are in the home environment around them. It's just that, in social development in the friendly aspect, starting to be more adaptable and cooperative, participating in group activities, playing dramas shows that there are still some who are not able to. Meanwhile, emotional development involves being forced to do routine tasks by yourself, but when failing to express frustration and sudden mood changes, angry because of frustration, disappointed because requests are not fulfilled.

Discuss

The results showed as many as 15 children aged four years had started school and socialized with their peers. Fifteen children (100%) were able to interact with their friends. Fourteen children (93.3%) began to be friendly and exhibit intense interaction options, while 1 (6.66%) remained unknown.

According to Boyd (Soetjningsih, 2012), parents or family, teachers, and peers are essential in achieving good social,-emotional development in childhood. The following are the factors that influence the social-emotional development of early childhood: First, the role of the family, one of the factors in the family that affects the social-emotional development of children, is how the parenting style is. Parenting that can affect children's socio-emotional development is democratic parenting, which encourages children to be independent but still provides limits and controls and children's actions.

Peer relationships in early childhood serve as a source of information and reference material outside the

family environment. Through peers, children get feedback about their abilities, evaluate what they are doing compared to their peers. Good relationships with peers are significant for social-emotional development (Islamiyati, 2018). Emotional development indicates good development. The aspect of changes in the child's mood that occurred suddenly was angry because of frustration and was disappointed because the request was not fulfilled; it was noted that 14 children with a percentage of 93.3% were able to show this, while the remaining 1 with a percentage of 6.66% was still not known. Children usually express anger with angry outbursts characterized by crying, yelling, bullying, kicking, jumping up and down, or hitting.

However, the emotional development of children has not been appropriately achieved in one aspect, namely, the child forces to do routine tasks on their own. Still, when they fail to express frustration, from the data obtained, it can be seen that only one child with a percentage of 6.66% can express this. At the same time, the remaining 14 children, with a percentage of 93.3%, seemed unable to express their failures with frustration.

According to Murni (2017), emotions that arise in early childhood are characterized by intense anger, fear, and high jealousy. At this time, the child is difficult to guide and direct, tends to be angry, rebellious, and offended when warned. High emotions are caused mainly by psychological problems. Usually, the parents only allow the child to do a few things, even though the child feels he can do more so that the child will reject the parent's prohibition and the child tends to rebel. Children will explode with anger if they cannot do something they think can be done easily.

This follows the theory regarding the social-emotional development task of children aged 3-5 years as expressed who stated that children in the age range of 4 years prefer peer companionship than adults, so they begin to seek social support from their peers. The next aspect, children, enjoy talking to themselves and sometimes have strong emotional relationships with imaginary friends; it was noted that nine children with a percentage of 60%, were able to do this. This follows Jean Piaget's theory, which states that children begin to manifest an object that does not exist or describe an event using symbols in the form of words or actions that represent something else. At this time, children at home will find it easy to play, talk to themselves, chat alone with their dolls or with someone they consider imaginary friends. A child's imaginary friend can come and go anytime and anywhere, and it can even appear in certain places that the child visits.

The stage of social-emotional development consists of the level of self-awareness, self-responsibility, and parents and prosocial behavior. For the development of self-awareness, there are four indicators of achievement, namely: participating insignificant activity, such as a picnic; imitating what adults do; reacting to things that are not right, for example, being angry when disturbed; saying feelings verbally. Furthermore, in the development of self and parental responsibility, there are five indicators of developmental achievement, namely: starting to be able to urinate without assistance; patiently waiting their turn; began to show a tolerant attitude so that they could work in groups; begin to respect others; begins to offer expressions of regret when making mistakes. In the development of prosocial behavior, there are three indicators of developmental achievement, namely: building cooperation; understanding that there are different feelings; for example, a friend is afraid, I am not; borrowing and lending toys (Patiung, etc., 2019).

The active role of parents in the development of their children is essential because the first and foremost education is obtained from parents or families, especially when they are still under the age of five (toddlers). Efforts to educate children must also pay attention to the active role of the child itself. Children should be treated more as active children who need to be stimulated (stimulated) to face and overcome problems. Through interaction and communication between parents and children, various aspects of the child's personality will develop, including awareness of responsibility (Suherman, 2000).

The stimulation given to children who have attended education in Early Childhood Education and Kindergarten has good gross and fine motoric development. However, the developmental abilities in aspects of speech-language and socialization of independence are still not suitable for children aged 4-5 years, so that need to be given stimulation at home by the mother/family and caregivers (Sumiyati, etc., 2016).

Preschool children are children aged between 3 to 6 years; during this period, physical growth slows down, and psychosocial and cognitive development increases. Factors that influence early childhood social development, according to Mayar (2013) family environmental factors, elements from outside the home, and factors that influence children's social experiences. The results indicated that children were more prosocial during the pandemic, experienced more problems in their peer relationships, and had better digital skills. Still, no differences were found in emotional symptoms, conduct problems, hyperactivity between before and during the pandemic. The differences in digital skills were explained by the duration of children's media use (Yusuke, etc., 2020).

Research Novianti et al. (2012) In Pekanbaru City, many PAUD teachers do not understand the principles in conducting assessments in early childhood. Thus, if PAUD teachers are not competent in carrying out assessments, it is difficult to know whether children are developing as expected or experiencing developmental delays. As a result, teachers cannot provide educational services according to the needs of each child; teachers will also find it challenging to design learning that can optimize children's development. For this reason, the Government must pay more attention to the standards of teaching staff who follow the curriculum in the Early Childhood Education program.

5. CONCLUSION

The results showed that the interaction aspect with peers was excellent during the pandemic (Covid 19). However, there are still children whose development period is not yet known.

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