



JI VI (1) (2021)

## JURNAL INDRIA

Jurnal Ilmiah Pendidikan PraSekolah dan Sekolah Awal



<http://journal.umpo.ac.id/index.php/indria/index>

### The Impact Of Lockdown On Early Childhood Emotional Development

Khassani Nur Amalinda<sup>1</sup>, Melinda Virantika<sup>2</sup>, Maiya Arisca<sup>3</sup>

<sup>1,2,3</sup>Universitas Muhammadiyah Surakarta



#### Article Information

Submitted:  
January 2021  
Approved:  
February 2021  
Published:  
March 2021

#### Keywords:

Child, collaboration,  
socialemotion

#### Abstrak

Penelitian ini bertujuan untuk meningkatkan perkembangan sosial emosi anak usia dini pada masa pandemi, terjadi pandemi covid-19 ini berpengaruh pada aktivitas bermain AUD. Anak harus diam di rumah sehingga anak tidak leluasa bermain bersosialisasi dengan teman-temannya, maka penerapan yang dilakukan yaitu kolaborasi orangtua dengan guru melalui pembiasaan yang positif. Penelitian ini menggunakan rancangan penelitian kualitatif deskriptif dengan pendekatan studi kasus. Data yang digunakan untuk mengetahui Pada penelitian ini penulis ingin menggali permasalahan pembelajaran melalui beberapa sumber jurnal terutama dalam pengembangan sosial emosi yang dilakukan di rumah. Dari hasil menganalisa tersebut peneliti dapat memperoleh hasil kolaborasi orangtua dapat meningkatkan emosiososial anak yaitu orangtua atau pendidik yang memiliki peran penting dalam mendidik untuk pertumbuhan dan perkembangan anak. Penerapan pembiasaan sehari-hari dan kolaborasi guru maka implikasinya yaitu proses perkembangan anak melalui pembiasaan sehari-hari dan selalu di perhatikan dalam belajarnya, membuat anak semangat, karena orangtua memiliki peran penting dalam perkembangan anak. Orangtua dan guru dalam menyampaikan pembelajaran dan diperhatikan dengan baik dengan memberikan kebebasan pada anak dapat mengembangkan ide atau imajinasi anak. Berkembangnya emosional anak terlihat dari kegiatannya sehari-hari yang mandiri, bertanggungjawab, dan terlihat nyaman di dekat orangtua

#### Abstract

This study aims to improve the social and emotional development of early childhood during the pandemic. The Covid-19 pandemic has an effect on AUD playing activities. Children must stay at home so that they do not play socializing with their friends, so the application is carried out, namely collaboration between parents and teachers through positive habituation. This study used a descriptive qualitative research design with a case study approach. In this study, the writer wanted to explore learning problems through several journal sources, especially in the social emotional development carried out at home. From the results of the analysis, the researcher could get the results of the collaboration between parents and increase children's emotional social, namely parents or educators who have an important role in educating for children's growth and development. The implication of the application of daily habituation and teacher collaboration includes taking the process of child development through daily habituation and always paying attention to learning, making children enthusiastic, because parents have an important role in child development. Parents and teachers in conveying learning and taking good care by giving freedom to children can develop children's ideas or imaginations. The emotional development of children can be seen from their daily activities that are independent, responsible, and comfortable with their parents



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

✉ Corresponding author:

E-mail: khassanielin@gmail.com

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

DOI: <http://dx.doi.org/10.24269/jin.v6n1.2021.pp40-47>

## **INTRODUCTION**

Covid-19 is a disease caused by infection with the new corona virus or SARS-CoV-2 which comes from the corona family. However, the type of virus that has spread this time has never existed before. This is a new virus and a previously unknown disease before the outbreak in Wuhan, China, in December 2019. The diameter of this virus is 400-500 micro. The corona virus does not float in the air, but sticks to objects, so that transmission is not through the air.

This Covid-19 pandemic has impacts on early childhood playing activities. Children must stay at home so that they do not start socializing with their friends to play. Social distancing of children's social play activities has caused the tendency for children at home to only play gadget and watch TV. For parents who do not understand children's education, they will ignore it, even without a companion. In children's development, social distancing is less supportive, either with others or with other objects. If the interaction is not good, then the child's growth and development will not be optimal.

When parents or teachers provide good stimulation and intervention and are supported by a good environment, the child's social emotional abilities will develop optimally. It can be conducted by playing and modeling by parents and Early Childhood Education educators and carrying out learning schedules that are carried out at home, even though the children cannot play and learn with friends and teachers at school during the lockdown period.

Based on interviews with Principal of TK Saymara, an online learning program, the learning is made by the teacher which can be done at home, after which the parents take photos or record and send it every day. The assessment is in the form of a report that is already in the teacher's portfolio. The role of parents in guiding children with activities that have been planned during this lockdown period can provide full support by participation and cooperation of parents at home. The role of parents is very important and can be realized in various forms of activity, where new children start character building through the development of attitudes, morals, religion, social and emotion.

The spread of the COVID-19 virus is very dangerous, and therefore the

Khassani Nur Amalinda, Melinda Virantika, Maiya Arisca. The Impact Of  
Lockdown On Early Childhood Emotional Development

government holds a lockdown or quarantine at home. The impact of lockdown on children's development includes a child's psychology can be disturbed or burdensome if they get a lot of assignments from the teacher because the ability of parents is not the same when accompanying children in the learning process. The ability of teachers and parents at home is also not all parents are able to guide in every subject, making children less enthusiastic in learning. Children and parents are in less harmonious interactive relationships because parents in providing guidance, instead of being liked by children, sometimes bickering and arguments occur. Children prefer the figure of a teacher than parents. The characters of children who are not aware of the value of responsibility yet include laziness in healthy living behaviors such as washing hands, bathing, cutting nails, etc. Children feel bored when they must stay at home for a long period of time and want to play as they want outside the house. The role of parents is very important when accompanying children at home. Guidance for social development is also the role of parents. Even in this period of lockdown, children still have to be guided in socializing. If the child does not receive guidance, the learning outcomes are not optimal and the child's development is delayed in obtaining information.

Parental guidance can be done with mentoring to communicate even with virtual communication. This can be done by parents to teach social interaction with school friends, teachers or other children's friends. Children can communicate via video calls on certain social media applications. Other assistance that can be done is, for example, by reading story books, watching playing videos with themes about emotional social development for children, so that through this assistance, parents can control what children learn. Therefore, the development of the child does not go into the wrong direction.

Children are closer to their parents when accompanying children to study, children feel more comfortable being close to their parents, children get good habits such as washing, cleaning, courtesy, worship, children know more about the figure of the two parents, how the emotions of children's love are seen to love parents, siblings, even pets, express physically by hugging, patting and kissing objects of affection. In family interactions, the parent-child relationship in the

Khassani Nur Amalinda, Melinda Virantika, Maiya Arisca. The Impact Of  
Lockdown On Early Childhood Emotional Development

family continues to exert its influence during childhood and later a person's adult life. Therefore, the most interesting aspect in studying the role of parent-child interaction is the role of parents. Vasilyeva and Schernakov (2016) mentioned the functional role of parents as a social function of family members towards a child, which is in accordance with family life.

## **METHOD**

This study used a descriptive qualitative research design with a case study approach. Qualitative research method is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed as they are. Case study is understanding a case, certain people or situation in depth (Creswell, 2014). In this study, the authors wanted to explore children's learning problems, especially in emotional social development at home. The subjects in this study were parents who have early childhood, and analyzed several sources.

The reason for choosing subjects in this study was motivated by the necessity of the subjects to accompany children to study at home during the pandemic. This research data collection technique used achievement indicators to determine the success and effectiveness of the research. Compiling the results of grouping from various sources and narrated, namely problems in the implementation of learning carried out from the house, including unpreparedness to accept changes, different children's behavior (moody), inhibited communication with teachers, and low levels of availability of information technology devices, the need for the role of parents is very important in accompanying children at home, emotional development is one of the factors that determine individual success. Therefore, it can be obtained from these data that is the collaboration of parents and teachers in accompanying the learning process at home so as to increase the social emotion of early childhood.

## **RESULTS AND DISCUSSION**

This study analyzed several sources that are used as a comparison so as to

Khassani Nur Amalinda, Melinda Virantika, Maiya Arisca. The Impact Of  
Lockdown On Early Childhood Emotional Development

provide suggestions for early childhood educators. The impact of this lockdown is a highlight in the emotional development of early childhood, because parents play an important role in assisting children in the learning process at home so that it helps in the child's growth and development process. Best thing to do by parents and teachers is to give children to achieve their interests and needs naturally. Research results showed that children's achievement increases with the participation of parents. Henderson (in Jo Ann Brewer, 1995) concluded the following points:

1. Family is not a school that provides the primary educational environment for children
2. Parental involvement in children's formal education increases children's learning achievement.
3. Parental involvement is more effective if it is carried out comprehensively and in a planned manner.
4. Parental involvement at children's young age gives beneficial effects on future academic achievement.
5. Involvement of parents in children's education at home is not sufficient to improve the academic ability of the child compared to that of the parents participating in school.
6. Children from a weak economy would benefit from a parental program participating in the school program.

From this explanation, the success of the impact of lockdown on the social and emotional development of early childhood from parental guidance can be done with assistance to engage even though with virtual communication. This can be done by parents to teach exemplary. Children's social emotional takes place gradually and through a process of strengthening and modeling. The first is by teaching simple personal hygiene care and providing insights to children about health such as washing hands properly, and children makes this a habit. At an early age, the memory capacity of the brain reaches a maximum level. From an early age, children are accustomed to a healthy lifestyle so that it becomes a habit, so that children grow and develop healthily. By maintaining personal

Khassani Nur Amalinda, Melinda Virantika, Maiya Arisca. The Impact Of Lockdown On Early Childhood Emotional Development

hygiene, the risk of children developing certain diseases will also be lower. Especially now that we are all trying to fight the corona virus pandemic (COVID-19) by frequently washing our hands and maintaining other body hygiene. Personal hygiene that is taught for early childhood are oral hygiene, nail hygiene, cleanliness when bathing, hand cleaning, foot hygiene, toilet training, cleanliness when coughing and sneezing, cleanliness in the house, cleanliness of food and drink, hair cleanliness. Therefore, children understand self-activity that leads to the formation of personal discipline, independence, and self-direction. The second is positive parenting from parents. This means that parents become a communication bridge that is beneficial for children's growth and development, parental involvement helps teachers build teacher self-esteem in front of children in instilling discipline and reducing life problems and increasing awareness for learning. Parents also understand educational programs for their children. For example, parents want their children to have good behavior, to have a positive social attitude, and to be accepted by a group of friends to achieve optimal development. The third is the ability of children to socialize or mix together with other people or the skills to carry themselves in the middle of the community is something that is important for children. Children will develop skills to carry themselves in social relationships so that children have a flexible or sensitive nature to social needs.

Based on the observations and analysis above, it can be concluded that the impact of lockdown on the social and emotional development of early childhood has a positive impact on early childhood social and emotional development. The role of parents and teachers at school and at home in developing children's social and emotional behavior is realized by instilling from an early age the importance of developing behavior and attitudes and can be done through good habituation.

Picture 1



Picture 2



Picture 3



## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

Discussion of research on the impact of lockdown on the social emotional development of early childhood can be concluded that the collaboration between teachers and parents can improve children's social emotional. This is evidenced by the emotional development of children in existing sources and data. This paper analyzed and narrated from existing sources and evidence to be used as a comparison. It is proven regarding the average increase in early childhood emotions in the learning process during the pandemic, the role of parents is very important and is supported by positive activities. The implications of the implementation of daily habituation and teacher collaboration include the process of child development through daily habituation and the attention to children's learning, enthusiasm, because parents have an important role in child development. Parents and teachers in conveying learning by giving freedom to child properly can develop a child's idea or imagination. The emotional development of children can be seen from their daily activities that are independent, responsible, and convenient around their parents.

### **SUGGESTIONS**

Based on the results and conclusions of the research previously described, in developing children's emotional attitudes at school and at home with the collaboration of teachers and parents, there are several suggestions for comparison in carrying out future learning activities. As for the suggestions aimed at the research, it is suggested to teachers that they should provide more motivation and evaluate every day-to-day learning activity, and provide facilities and media to improve the development of students. To parents, it is advised to pay more attention to the development of the children. In addition, parents are also required to motivate children so that children's abilities develop and create comfort in children. The next researchers can carry out follow-up research similar to this research, especially in developing this social emotion in lockdown conditions. In this study

Khassani Nur Amalinda, Melinda Virantika, Maiya Arisca. The Impact Of  
Lockdown On Early Childhood Emotional Development

there are still many shortcomings and many new problems that arise requiring further research.

**REFERENCE**

- Aqib, Zainal. 2009. Belajar dan Pembelajaran di Taman Kanak-Kanak. Bandung: CV. Yrama Widya.
- Musringati. 2017. Mengembangkan Kemampuan Sosial Emosional Anak Usia Dini pada Kelompok B melalui Metode Bercerita di TK Al Ikhlas. STKIP Siliwangi Bandung
- Wahyuni, S., Syukri, M., dan Miranda, D. 2015. Peningkatan Perkembangan Sosial Emosional melalui Pemberian Tugas Kelompok pada Anak Usia 5-6 Tahun. Universitas Tanjungpura, Pontianak. Hlm. 1-15