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# The Impact of School from Home Implementation on Social-Emotional Development of Early Children in the Era of Covid-19 Pandemic

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**A B S T R A C T**

The Corona Virus (Covid-19) is spreading rapidly, so social distancing is imposed to prevent the spread of the virus. This has an impact on teaching and learning activities in schools. So that during the Covid-19 pandemic, the learning system has changed to learning from home (school from home). The change in the learning system to school from home has an impact on various aspects, especially on the achievement of the 5 aspects of early childhood development. The impact of the development of the socio-emotional aspects of children during the implementation of school from home is reviewed in this study. The research methodology uses descriptive qualitative methods with data collection techniques using interviews and observations. This study aims to determine the impact of the implementation of school from home on the socio-emotional development of early childhood in the Karangsoko village environment. The results of interviews and observations state that the implementation of school from home affects children's social behavior, especially for children who have experienced gadget addiction.

**A R T I C L E   I N F O**

## 1. INTRODUCTION

The online learning system or commonly referred to as School From Home (SFH) is learning that is carried out without face to face which is now a new challenge for parents and teachers (Sourial et al., 2018). The learning system that was originally planned face-to-face must undergo a change to become a network and be implemented in their respective homes. Likewise, material that should be delivered directly must be repackaged into material that can be easily accessed by students from home.

The SFH learning system severely limits students from meeting their teachers, peers and the school environment. This affects the social development of children because of less interaction with each other. School activities are used as an effort to improve social development by giving children the flexibility to interact with their surroundings (Mutholib, 2017).

At the elementary school and early-childhood education levels, teaching and learning activities must still be carried out even though they have to undergo a system that changed to become SFH. Various problems faced by teachers at the elementary school and early-childhood education levels, including the strategy of delivering material, mastering applications as a means to deliver material and also infrastructure (Harahap and Purwanta, 2021). In the success of changing the education system in the era of the Covid-19 pandemic, it is necessary to have cooperation between teachers and parents (Susanti, Hidayati, Anggreiny, and Maputra, 2020).

Teachers as activity planners and parents as mentors at home who have the main task of monitoring the child's learning process. By the enactment of SFH, the impacts that will arise are so diverse. It does not only have an impact on teachers who are fully tasked with guiding learning and teaching activities in schools, especially regarding the delivery of material to students. However, it also has an impact on the various developments of children.

In research (Harahap and Purwanta, 2021) it is stated that teaching and learning activities that should be applied to early-childhood education are learning packaged in playing activities. The main purpose of learning activities in early-childhood education is to develop 5 aspects of development in children (Puspitasari, 2012). The socio-emotional aspect is one that needs to be developed from an early age.

Socio-emotional abilities include aspects of development that need to be developed from an early age, namely the ability to understand, express and manage emotions and feelings. In early childhood education, changes in this system greatly affect aspects of children development (Mayar, 2013). During learning activities at school, children are trained to develop social behavior with various interactions between students. Cognitive and social adaptability is also included in the goals of social and emotional learning. In addition, various social competencies such as the ability to train self-awareness, self-management, responsibility, and sensitivity to the environment are also the goals of the development of these aspects (Hadi, 2011).

Government policies require the Indonesian people to implement social distancing and physical distancing (Pradana, Casman, and Nur'aini, 2020). For early childhood, the application of social and physical distancing is certainly something new for them. Likewise, changes in behavior by continuing to implement the health protocols that they must always apply. Research conducted by (Pratiwi, 2021) regarding the description of early childhood development during online learning states that aspects of development in children experience a decline, especially in aspects of language and social emotional development.

Because during the pandemic, children spend more time at home so that children's social interactions that should be filled with playing activities with others at school and at home are reduced (Pratiwi, 2021). This is in line with the analysis conducted by Indah Abdina and Farida Mayar (2021) in their research which states that while online children interact more with their friends online, so this reduces the child's social spirit towards friends and the surrounding environment. In addition, boredom and sadness because they cannot meet other people often appear in children (Abdiana and Mayar, 2021).

Based on the above review, this article discusses how the socio-emotional development of early-childhood education and how the impact of children's socio-emotional development during the implementation of school from home or online learning in the Covid-19 pandemic era in Karangsoko Village, Trenggalek District/Regency.

## 2. METHODS

The research methodology uses descriptive qualitative. The analysis carried out was to analyze the impact of changes in the learning system in early-childhood education which were originally carried out face-to-face into learning activities from home on the development of social-emotional aspects of children in Karangsoko village, Trenggalek Regency. Data collection techniques are with interviews and observations. Interviews were conducted randomly with 10 parents in Karangsoko village who send their children to early-childhood education with an age range of 4-6 years. The three stages of data analysis are the stage of data collection, data reduction, and the last is drawing conclusions.

## 3. RESULTS AND DISCUSSION

Covid-19 has a very varied impact on aspects of human life, especially in the field of education. The spread of the COVID-19 virus caused changes in the education system in Indonesia. Not only changes in place, but in all activities designed to be carried out face-to-face to online activities.

Teaching and learning activities at the early-childhood education level have also undergone system changes. Various efforts were made by teachers to continue to carry out effective and efficient learning activities.

Although, in reality the teacher cannot play a full role in its implementation. Instead, it requires various parties who support the achievement of learning objectives. The main goal of early-childhood education is to develop 5 aspects of preschoolers development. The socio-emotional aspect is the main subject of this research.

The development of children's socio-emotional aspects can be seen in the process of interaction with adults, children can develop attitudes and values on social competence (Mulyani, 2014). In addition to developing social-emotional abilities, children are taught to self-monitor, self-regulate and adapt to the environment (Desiska and Muryanti, 2020).

The development of children's socio-emotional aspects from an early age is assumed to be able to print good character, later in life. In cultivating good character, it is necessary to get used to it from an early age. A small example of behavior that needs to be instilled in children is good speech acts when interacting with adults.

To get used to good behavior, parents are the main figures that will be imitated by children at home, while at school their main figures are teachers and the environment. A good environment and good social conditions will also create good behavior habits for children.

The development of social and emotional aspects in children must develop simultaneously, because these two aspects still intersect (Mukhlis and Mbelo, 2019). In communicating with others, children must be able to process their feelings. So that it can give the right response.

Children with developed socio-emotional development are able to regulate emotions, show care and concern for others (Marlina, 2014). These abilities are able to help children maintain relationships, handle interpersonal situations, and have an attitude of responsibility.

Social ability is a child's interaction in adjusting to adults, peers, the surrounding environment and the wider community well. (Mayar, 2013). Children's social behavior is influenced by the character formed by their parents from birth. With good social experience in interacting with family, social behavior in society will follow. The adults in question are not only parents and relatives, but teachers in schools also have a role in shaping the character of children.

Social behavior that continues to be trained will shape the child's ability to solve problems well (Sintia, Kuswanto, and Meriyati, 2021). Socio-emotional aspects of children that are developed from an early age can help improve children's social life, especially in interacting with their surroundings (Hadi, 2011). In addition, these aspects can increase learning motivation, as well as train children in solving problems in everyday life.

Aspects of children's social development so far can be observed from the social behavior of children in the school environment. However, when the education system has to change to school from home, of course this is very difficult for teachers to know its development. On the other hand, of course there are various ways to adjust to the situation, for example by visiting a child's house.

Based on personal experience in the field, the teacher experienced some difficulties in observing children's social behavior. Due to various factors, one of which is the distance from the child's house to the teacher. However, for children who live close to their teachers, the development of social behavior can still be observed. Apart from daily behavior, the teacher also observes the emotional development of children such as how they can respond to all kinds of events around them.

To find out the various significant impacts related to the implementation of school from home, the researchers conducted random interviews with 10 parents who sent their children to the early-childhood education. During learning from home, learning and teaching activities are delivered through the parents' WhatsApp group. In addition, some unterviewees also stated that assignments were given in physical form by means of parents who took assignments at school and collected them again according to the agreed collection limit.

The atmosphere during learning at school certainly has a very strong influence on competition for children. Thus, children will be encouraged to compete with each other, not only during play activities but also when the teacher asks questions. This atmosphere is certainly missed by children, where children can show their abilities. Meanwhile, during the Covid-19 pandemic, this atmosphere is no longer found. So that children cannot show each other their abilities.

The interviewee stated that school from home activities were less effective to be applied at the early-childhood education level. Because working parents cannot accompany their children all day long. Where early childhood still needs direction and guidance in learning. So to do the task, children have to wait for their parents to come home from work.

In school from home activities, the provision of materials and assignments through approved social media platforms, such as WhatsApp, YouTube, Telegram and Google Classroom (Bhamani et al., 2020). Some schools with complete facilities can use the social

media platform, but some schools with limited facilities prefer to deliver materials and assignments directly (printed form) (Patonah and Muasomah, 2021).

Each school has its own agreement in determining learning media. Especially for early-childhood education, there needs to be an agreement between parents and teachers, because the parents at home who accompany children during learning activities and early childhood certainly need the help of parents and adults in operating the device.

During learning from home, children interact more with devices. Not only to access learning materials, but in the end they will get used to using it to just play games or watch YouTube. Even though the intensity of continuous use of gadgets has an impact on aspects of development in children. Aspects of socio-emotional development are one of them, among the impacts that occur are children tend to have individualistic traits, difficult to get along with others, and start to depend on gadgets (Saputri and Pambudi, 2018).

The efficiency of learning from home for preschoolers still needs to be considered again. Especially in the aspect of social-emotional development. In the interview there were questions about children's activities at home. During the Covid-19 pandemic, early-childhood education in Trenggalek, especially in Karangsoko Village, was carried out online by giving assignments through the parents' WhatsApp group and physical assignments taken directly at school.

the collection of assignments given through WhatsApp groups or physically at school is collected directly to the school, except for video assignments and short letter memorization recordings. Sometimes teachers also make video calls with each child to say hello and memorize short letters.

The material presented by the teacher is mostly given through WhatsApp groups. This triggers children to interact with devices on a regular basis. According to interviewee's answer, after children finish working on assignments with their gadgets, they will indirectly start opening other applications such as YouTube or online games.

The interviewee mentioned various kinds of activities carried out by children while at home, after being analyzed by researchers, the most answers were with a percentage of 81.8% on the point of "playing gadgets at home" while the lowest choice was 27.3% on the point of "learning with a tutor". While the other percentages are 72.7% on points playing in the neighborhood around the house, 63.6% watching tv, and 54.5% on points for children playing various games in the house.

During the change in the education system to SFH, children interacted more with gadgets (mobile phones). This is in line with the results of interviews which confirmed the existence of a child's addiction to continuously playing gadgets. Various factors are the reasons why children prefer to play with gadgets than learn material independently. One of them is the features of today's devices that have become kids friendly and easy and interesting to continue to use.

Social ability is a child's interaction in adjusting to adults, peers, the surrounding environment and the wider community well. (Mayar, 2013). Children's social behavior is influenced by the character formed by their parents from birth. With good social experience in interacting with family, social behavior in society will follow. The adults in question are not only parents and relatives, but teachers in schools also have a role in shaping the character of children.

Giving gadgets by parents to children is also based on parents' understanding that by playing with gadgets children are more entertained and easily get rid of boredom. It is indeed complicated to find a bright spot in an effort to keep children from being addicted to playing

gadgets. In addition, the material provided by the teacher through the YouTube channel can also be a trigger factor for children's addiction to playing gadgets.

Continuous use of gadgets certainly has various impacts, especially on the development of children's socio-emotional aspects. Moreover, children who are addicted to gadgets, of course their interaction with their environment has decreased. Individualistic nature begins to appear in children, because from the use of gadgets there is already a reciprocal relationship. For example when they get material from videos, children already feel that they are not alone.

There are sounds that can be heard and impressions that can be seen. The longer and often the child interacts with the device, the child will feel that he or she does not need the help of others, especially adults, to access various information. Meanwhile, when the child is familiar with the game on the device, the child will use it more intensively. With some games that can be accessed from mobile devices, children can get rid of their boredom, especially in a state of social restrictions and reduced activities outside the home.

The interviewee stated that learning from home really affects aspects of children's social and emotional development. At the beginning of this change in the learning system, parents began to plan to limit the time in using gadgets, but as time went on, children began to get used to it and felt the need for gadgets. Not only for studying, but starting to use it to relieve boredom while at home. Meanwhile, parents who work outside the home, even though they have conditioned their children to only use devices when the parents are at home, in the end this conditioning does not last long. Because it turns out that gadgets allow children to stay at home.

One of the interviewee stated that with SFH activities, children's learning motivation decreased. Some of the factors that cause a decrease in interest in learning include limited devices or other communication tools at home and also lack of understanding of the material. In addition, children's social interaction with friends also decreases. On the other hand, the more interactions that occur between students, this can trigger children's enthusiasm to learn and improve cognitive abilities.

Based on observations in the field, children learn from their peers. How to interact with their environment, teachers, peers, and other adults in social situations. In play activities, children also have the opportunity to practice their social-emotional abilities, where children understand each other, provide feedback, regulate emotions, and are responsible, fair and honest. Children also practice mutual tolerance in sharing opportunities to play certain games.

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Aspects of socio-emotional development are one of them, among the impacts that occur are children tend to have individualistic traits, difficult to get along with others, and start to depend on gadgets (Saputri and Pambudi, 2018).

Thus, with changes in teaching and learning activities in schools, it certainly reduces the opportunity for children to interact with each other between friends and the school environment. This also has an impact on the teacher's assessment of the development of each individual student. Observations made through the media, are not very effective and efficient in answering the problems of school from home.

However, there are some schools that implement home visit activities, namely visiting children's homes to interact directly with them. So that it can help teachers to monitor children's behavior directly.

One of the interviewee stated that the impact of SFH is that children become indifferent to their surroundings. The use of gadgets that are too long can trigger these changes in nature. The child's social spirit, which began to develop well while at school, was eventually contaminated with YouTube shows which he thought were more interesting (Ulya, Fathurohman, and Setiawan, 2021).

In addition, children who do not socialize much with peers around the house, in the end only make friends with their devices at home. Another interviewee also stated that children tend to be rude and less able to control their emotions when they play with gadgets for too long. This kind of incident is triggered by YouTube shows that are less educational, so that they can be imitated by children. Even though YouTube has provided a kids friendly feature, there are still many parents who don't know how to activate this feature.

Gadget addiction does not only affect children's social behavior, attitudes, and nature but also can affect language style and speech, when interacting with adults. As the statement from the interviewee that children become less cooperative. Like completing a task. Children are trained to do assignments at school together with their friends. While at home, children only get directions from their parents, and sometimes they have to complete their own tasks.

The atmosphere during learning at school certainly has a very strong influence on competition for children. Thus, children will be encouraged to compete with each other, not only during play activities but also when the teacher asks questions. This atmosphere is certainly missed by children, where children can show their abilities. Meanwhile, during the Covid-19 pandemic, this atmosphere is no longer found. So that children cannot show each other their abilities.

To find out the various significant impacts related to the implementation of school from home, the researchers conducted random interviews with 10 parents who sent their children to the early-childhood education. During learning from home, learning and teaching activities are delivered through the parents' WhatsApp group. In addition, some unterviewees also stated that assignments were given in physical form by means of parents who took assignments at school and collected them again according to the agreed collection limit.

Based on various presentations from resource persons regarding their experiences during accompanying SFH, most stated that SFH had an unfavorable impact on children's socio-emotional development. Some of the impacts felt by the resource persons were that children interacted more with gadgets, interacted less with their environment, reduced concentration, decreased enthusiasm for learning in children, unstable emotions that were difficult to direct, and were less independent and less confident.

But on the other hand, there were some resource persons who stated that although the learning system had to change during the Covid-19 pandemic, children still interacted with peers around the house, were still able to socialize, and their socio-emotional development continued to develop well. Even though in the end, children are still addicted to gadgets because so far they interact a lot with gadgets.

One of the resource persons gave an explanation regarding ways to balance children's social development, namely by limiting the use of gadgets and still allowing children to play with peers around the house. With this, children can continue to practice to develop their social-emotional aspects.

The positive and negative impacts related to the implementation of school from home in Indonesia need to get more attention so that in the future solutions can be found to minimize

these impacts. Basically, the implementation of school from home can help children to learn independently, because the learning system has emphasized student centeredness. However, for preschoolers, parents must be able to vary the activities or tasks of the teacher to be more interesting. While in the social-emotional aspect of learning, parents play a full role in supervising and guiding so as to create good social behavior. Especially in providing examples of good behavior and habituation so that they can imitate. Because children are great imitators.

## 4. CONCLUSION

The purpose of children's socio-emotional learning is to foster cognitive and social adaptability. In addition, children are assumed to be able to develop other competencies such as self-management skills, social awareness, decision making, sense of responsibility, and management of peer relationships. With social competence that is able to develop well, superior characters will be embedded in social-emotional and other contexts.

During the implementation of school from home, it indirectly requires children to continue to interact with devices to receive materials and collect assignments. Even at the early-childhood level, many children have been given access to material from YouTube videos. So there needs to be more attention from parents regarding the use of gadgets in children. Gadget addiction is very dangerous, especially for children's physical and spiritual growth and development. Children's growth and development should continue to be stimulated with better activities, not to be contaminated by gadgets.

Based on the answers from the resource persons, it can be concluded that the main factor in the impact of changes in children's socio-emotional development during the implementation of school from home is the use of gadgets as learning media which children then uses to access some things that are not good. When a child's socio-emotional development has been contaminated by the influence of gadgets, it is necessary to immediately improve activities. So that in the future, children's social-emotional development can develop even better.

## 5. THE AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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