The Relationship Between Online Learning System And the Development of Early Childhood Socio-Emotional Aspects

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Abstract

The online learning system is a learning model that utilizes internet in the learning process. The application of this online learning system itself is a process to practice the learning model of the online learning system that is being used. The purpose of this study was to determine the relationship between the online learning system and the development of early childhood socio-emotional aspects in KB-TK Islam Al Azhar 29 Semarang. This study used a correlational quantitative design. The sample used was 38 respondents with a sampling technique was purposive sampling. The data collection tool used was the online learning system scale and the scale of the development of early childhood socio-emotional aspects. This study shows that there is a relationship between online learning system and the development of early childhood socio-emotional aspects. The better and maximum the implementation of online learning system that is applied in various forms of activities, the better the development of the early childhood socio-emotional aspects is.

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INTRODUCTION

Development is an enhancement of structural and functional ability in a more complex pattern (Adriana, 2011). Socio-emotional development on children means their ability to interact and socialize with the surrounding environment, as well as their ability to manage and express their social emotions appropriately. The socio-emotional ability is one field of developments that is important to be developed. Yates et. al (2008) defined the development of socio-emotional ability as the ability that arises in individuals to build relationships with peers and other adults. According to Hurlock (in Djaali 2011), the social development itself is a child's ability to interact with other social elements. The emotion is a feeling or a physiological state (Mashar, 2015). Then, Suryana (2016) defined emotion as a situation and a complex state characterized by biological changes that then accompanied by the changes of behavior.

According to Rini Hildayani (in Wiyani, 2014), there are 4 (four) aspects in the socio-emotional development of early childhood, namely (a) the development of children's self-understanding; (b) the development of social relations; (c) the development of self-regulation ability; (d) the development of social behavior. According to Siti Ulfatuz Yahro (2009), there are basic things that drive the importance of socio-emotional development in early childhood, namely the rapid development of science and technology which puts pressure on the children and affects their social and emotional development; the development of individual awareness towards the importance of the children role as future generation, practitioners and investments that must be prepared as much as possible, both in terms of emotional development and social skills; the development of society's knowledge about children's golden age period; society awareness about EI (Emotional Intelligence) is as important as IQ (Intelligence Quotients).

The online learning system today is used due to the bad environmental condition of COVID-19 pandemic and it is expected to be able to support the achievement of developmental aspects in early childhood. According to Silalahi (2006), there are two types of online learning, namely (a) Synchronous Learning or direct online learning that is carried out simultaneously at one time between the teacher who teaches and the students who are taught. For example the use of Zoom Meeting, Google Meet or video calls via WhatsApp, etc.; (b) Unsyncronous Learning or delayed online learning that is carried out with a model of providing the learning materials or videos that can be accessed by the students at any time, for example the online learning using Google Classroom, Google Drive, Youtube, etc.

The methods of implementing this online learning system are highly expected so that the aspects of children developments that should be developed properly and stimulated directly still can be facilitated and stimulated even though they use the online learning system as it is now, particularly in terms of aspects of their socio-emotional development. The development of socio-emotional aspects is very fundamental for children's future social lives, so they need to be given a stimulus to support this development. The application of this online learning system will certainly be different from the face-to-face learning system at school. It is carried out by video calls via Whatsapp, Zoom Meeting, Google Meet as well as providing video discussion of themes and video tutorials on activities which is certainly different from the direct learning at school. Direct interaction, direct physical contact and face to face with teachers or peers is one step to develop the socio-emotional aspects of early childhood.

However, the implementation of online learning system in the form of Zoom Meeting, Google Meet or video calls via Whatsapp provides opportunities for the children to get developmental stimulation through the process of socialization and their interaction with friends and teachers, although it is not as much as when they do the offline learning at school. The use of learning videos such as video discussion of themes and video tutorials of activities containing habituation activities and assignments (doing activities with examples and materials that have been prepared by the teacher) is used to stimulate their development. In line with that, the research conducted by Suriyanti (2021 :88) stated that the online learning that is currently being held still can shape the disciplinary behavior (including the aspect of socio-emotional development) in early childhood at Integral Darul Fikri Islamic Early Childhood Bengkulu City.

Furthermore, based on the research conducted by Hadisah S. (2020: 49), it is explained that the online learning methods given through the learning tutorial videos accompanied by the alphabet given in the form of photos can improve the development of children's literacy (language development aspects) even though it is not as good as when they do direct learning. Then, according to Kurniawati (2021: 63), while doing online system learning during the COVID-19 pandemic,

the cognitive development of Zakiah Akbar Early Childhood students in terms of problem-solving skills, logical thinking skills and symbolic thinking skills are included into the capable and quite capable categories. The development of students' cognitive abilities is because the teacher always attempts to provide the learning materials or assignments in order to provide a stimulus to the students' cognitive development. However, there are differences in cognitive development between one student and another based on each of their learning implementation.

Based on the explanation above, the application of online learning system with various methods of activities provided by the teacher as an effort to provide stimulus for the early childhood socio-emotional aspects development is the main factor for researchers to conduct a research process on "The Relationship Between Online Learning System with Development of Early Childhood Socio-Emotional Aspects".

RESEARCH METHODOLOGY

The research approach used in this reseachis was quantitative research approach. While the research design that the researcher used was the correlational quantitative, with the type of research was *Pearson product moment* correlation. There were two types of variables in this study, namely the application of online learning system that was used as the independent variable and development of early childhood socio-emotional aspects as dependent variable. The population in this study was all students who attended school in KB-TK Islam Al Azhar 29 Semarang with total number of 89 students in academic year of 2020/2021. Meanwhile the sample was taken by using purposive sampling technique and it was obtained 38 respondents.

The data collection used questionnaires by using two scales, namely the scale of online learning system and the scale of early childhood socio-emotional aspects development. The research scales were distributed to the parents of the students through Google Form platform. The validity used the correlation formula based on the coefficient of Bivariet Correlaation. The reability test used the formula of *Cronbach Alpha*. While the data analysis technique used descriptive analysis and *Pearson product moment* correlation.

RESULTS AND DISCUSSION

The results of the data description aim to describe the level of implementation of online learning system process and the level of children's socio-emotional aspects development

Table 1. Results Analysis of Class Interval of Online Learning System Variables

Criteria	Application of online learning system		
	Interval	Frequency	Percentage
High	$93 \leq x \leq 110$	16	53.3%
Medium	$76 \leq x \leq 92$	8	26.7%
Low	$59 \leq x \leq 75$	6	20%
Total		30	100%

Based on the table above, it is known that as many as 53.3% or about 16 children are in the high criteria, 26.7% are in the medium criteria and as many as 20% are in the low criteria. Based on the data, it means that the average implementation of the online learning system TK Islam Al Azhar 29 Semarang is at a high level class.

Table 2. Results Analysis of Class Interval of Development of Early Childhood Socio-Emotional Aspects Variables

Criteria	Development of Early Childhood's Socio-Emotional Aspects		
	Interval	Frequency	Percentage
High	$116 \leq x \leq 129$	7	23.3%
Medium	$102 \leq x \leq 115$	13	43.4%
Low	$89 \leq x \leq 101$	10	33.3%
Total		30	100%

Based on the table above, it is known that as many as 23.3% or about 7 children are in the high criteria, 43.3% or as many as 13 children are in the medium criteria and 33.3% are in the low criteria. Based on the data above, it means that the average development of the socio-emotional aspects of children at Al Azhar 29 Islamic Kindergarten in Semarang is in the medium class.

Table 3. Summary of *Pearson Product Moment* Correlation Test Results

	N	Pearson Correlation	R count (N=30)	Sig.
VAR_X	30	0.763	0.361	0.000
VAR_Y	30	0.763	0.361	0.000

Based on the table above, it can be seen that the significance value of the online learning system variable is 0.000 and the development of early childhood socio-emotional aspects variable has a significance value of 0.000. The correlation data analysis of *product moment* uses a significance value of 0.05. With a research sample of 30 children, it was found that the **r** table was 0.361. The acceptance criteria of a hypothesis is if the probability value (*sig.2 tailed*) < 0.05 and the calculated **r** value > **r** table. Based on the analysis results of the table above, it can be seen that the value of sig. 2 tailed is 0.000 which means that it is smaller than 0.05, and the *Pearson correlation* value (**r** count) is 0.763 and is positively charged, which means it is greater than the value of **r** table. Therefore, it can be concluded that the hypothesis is accepted, it means that **there is a relationship** between online learning system variables and the development of early childhood socio-emotional aspects.

DISCUSSION

Based on the results of the study above, it shows that there is a relationship between the online learning system and the development of early childhood socio-emotional aspects. The better and the maximum implementation of the online learning system is applied, the better the development of early childhood socio-emotional aspects is, although it is not as good as when they do the offline learning at school.

As it is known, early childhood is a golden age which is a very appropriate time to grow and develop every their development aspects. One of them is the aspect of socio-emotional development of children. According to the American Academy of Pediatrics (2012) (dalam Nurmalitasari, 2015), social emotion is a child›s ability which refers to the management and way they express their emotions correctly, it is also the ability to interact with the surrounding environment accompanied by their ability to learn actively exploring their environment. This socio-emotional development is two aspects of development that cannot be separated, namely social and emotio-

nal development. The social development itself is the way a person behaves in interacting with society's social elements (Hurlock, 1997). While the emotional development is a child's ability to understand their self-emotions and others while after that manage and express these emotions (Halle & Darling-Churchill, 2016).

Stimulus from adults greatly affect children's development. One of them is the stimulus provided by educators through the application of an online learning system as an alternative to education during the COVID-19 pandemic. According to Isman (in Dewi, 2020), online learning system is a learning process that utilizes the internet network during its process. Its application methods in various ways prepared by the educators are in order to continue providing stimulation for the aspects of children's development, one of which is their socio-emotional aspect. The application of online learning system is also related to how a teacher can think creatively in presenting the learning methods that are fun and easy to understand. Teachers' ability in utilizing the information technology can help them to design the learning that stimulates children's brain growth, stimulates the imagination, creativity, improves the recognition the alphabet and children's verbal abilities (Mukminin & Waluyo, 2010).

The application of online learning system is an implementation of the teaching and learning process mediated by educators using the technology, information and communication as a means of connecting, sharing, and collaborating. Its benefits include the fast and effective delivery of teaching materials, across geographic location and time constraints. The opportunities to increase the pedagogical support, access for non-traditional students, and it is stated to be able to make cost savings (Bigum & Rowan, 2004; Natriello, 2005; Oblinger, Barone, & Hawkins, 2001) (in Heirdsfield et al., 2007). The application of online learning system emphasizing on the students' focus and carefulness (Riyana, 2019). It is a learning process that utilizes the use of internet network with accessibility, flexibility, connectivity, and capabilities that result in various types of learning interactions (Sadikin & Hamidah, 2020).

The teacher facilitates the students by implementing an online learning system, either in the form of face-to-face learning through Zoom Meeting or making video calls with them, or by providing a collection of videos in the form of discussion themes and activity tutorials for them. The learning activity in the form of Zoom Meeting provide the opportunities for the

children to meet their peers and teachers and it gives stimulation for them to socialize and interact one another. During the learning process using Zoom Meeting, children can see, hear, and observe how they interact and behave with others, as well as with their teachers. It also provides the opportunities for them to learn developing their confidence through the online learning process, so that they can be brave to talk to their friends and teachers when they are doing the Zoom Meetings. In additional, they also can show their work to other friends or express their opinion about something during the Zoom Meeting.

Then, the application of online learning system using a video call between the teacher and the children can make the children socialize more intensely with their teacher. On that situation, the teacher will usually encourage the children to talk and exchange their stories, ask questions or even allow them to tell various things about their daily lives. It is also a process for the children to develop their social and emotional aspects. Furthermore, the application of an online learning system through some practical activity assignments are given and accompanied by the thematic video discussion and video tutorials. Therefore, they also learn about their duties and responsibilities to complete the assignments independently, well, and try to complete and submit assignments on time.

The application of online learning system with various forms or methods also provides stimulus for early childhood socio-emotional development aspects. It stimulates them to socialize and interact with their peers, have self-confidence, be able to follow the online learning on time to train their discipline, do the assignments given by teachers during the learning time to train their sense of responsibility, be able to follow the rules of online learning games, etc. In addition, teachers need cooperation from the parents or guardians to be able to help and accompany them during the learning process if they need any help. Through some forms of activities in this online learning system, it is expected that the children can actively participate and follow the learning process well. The goal is that to make the students kep receiving the stimulus for their development process.

Based on the results above, 53.3% of online learning systems are in high criteria which means that the application of the online learning system with several forms of activities provided by the teacher (either in the form of Zoom Meeting activities, video calls via WhatsApp, or thematic video discussion and tutorial vide-

os) is implemented quite well and maximally. It also can be seen that children's socio-emotional aspects are about 43.3% of children in the moderate criteria. It means that the application of the online learning system with several forms of activity is quite effective in providing stimulus for children's development, although it is not as good and maximal as the offline learning at school.

CONCLUSION

Based on the results of the research on the relationship between online learning systems and the development of early childhood socio-emotional aspects in KB-TK Islam Al Azhar 29 Semarang, it can be concluded that Ha is accepted and H_0 is rejected. It means that there is a relationship between the online learning system and the development of early childhood socio-emotional aspects. The level of relationship that occurs is 0.763, which means that the online learning system has a positive relationship of 76.3% towards the level of development of early childhood socio-emotional aspects. This means that the better and maximum implementation of online learning system implementation with various forms of activities (by using Zoom Meeting, video calls via WhatsApp, thematic video discussion and video tutorials), the better the development of children's socio-emotional aspects is, although it is not as good as when they have offline learning at school.

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