



## Social Development Of Early Children in Online Learning in the Time of the Covid-19 Pandemic

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### Abstract

The application of online learning due to the COVID-19 pandemic has had an impact on children's social development. Lack of interaction with peers is one of the causes of inhibition of children's social development. Based on these problems, the objectives of this study are: (1) Analyzing Children's Social Development During the Application of Online Learning. (2) Factors influencing children's social development. (3) Finding the positive and negative impacts of online learning from the perspective of children's social development. This study uses a qualitative method with the type of case study research, the research subjects consist of 40 respondents consisting of the founders of SALAM, facilitators, and parents of SALAM family planning, and the data collection is observation, interviews, and documentation. Then the data analysis technique uses data reduction, data presentation, and concluding. The results of this study indicate that: (1). The social development experienced by Salam family planning children is shown by the ability to play with peers, discuss, cooperate, share, behave politely, respect the rights and opinions of others, and be responsive. (2) the factors that influence the social development of children consist of the family environment, maturity, economic status, education, and mental capacity. (3) The impact of online learning includes good social development at home, lots of new vocabulary, learning PHBS, lots of new creativity, being more responsible for yourself, being more emotional, seeking attention, and less socializing with others.

### How to cite

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## INTRODUCTION

This pandemic period makes everyone have to limit their activities and even have to work and study from home through online media or online. To break the chain of transmission of Covid-19, children must learn from home (Pragholapati, 2020). This makes parents have to take on the role of teachers in schools. In addition, the Government of Indonesia has issued letter No. 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of coronavirus disease (covid-19) (Erdianti & Hidayah, 2020). The process that occurs of learning in kindergarten is initially carried out face-to-face. However, after the emergence of the coronavirus, the learning process in kindergarten also underwent a change from face-to-face to learning from home or BDR. The learning process aims to provide valuable experiences for children, without being burdensome to complete the developmental achievements that have been set (Pradewi et al., 2019).

The BDR process that has been set by the government is distance learning or PJJ (Asmuni, 2020). It is clarified again in Law No. 20 of 2003, that distance education is where students and educators use media or learning resources. The learning process is carried out through information technology media and others (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). Based on this description, it can be concluded that distance learning is a learning process in which educators and students are in different places or at a distance. Therefore, learning takes place virtually through various media such as zoom, meet, WhatsApp, google classroom, and many more (Pratama et al., 2020; Singh et al., 2020). However, there is no simulation of previous online learning. This makes online learning less effective. For these shortcomings, a lot of evaluation and updates are still needed. This makes educators required to innovate and be creative for distance learning to be even more interesting and attractive to students.

Designing creative and innovative distance learning must pay attention to the growth and development of students, especially in children's social development (Ferrari et al., 2009; Tu et al., 2021). Likewise in early childhood, at that time children need their peers to learn to interact. Usually, the process of interaction occurs through play. According to Suyadi and Retno, that early childhood needs to play to increase their knowledge, through playing children can also develop

all aspects of development including social development (Anggraini & Suyadi, 2019). Therefore, play activities encourage socialization among children that can meet the needs of their social development. In the process of playing, children will recognize the concepts of competition and justice. The desire to compete and be fair further strengthens children's social development achievements (Horin et al., 2019). Meanwhile, in early childhood, they experience a very radical development in their growth process in the future.

Early childhood will easily capture and record whatever is happening at this time, everything they hear and see and then imitate. In addition, they also experience a period of adaptation, where children are trying to adapt to their environment, and also interact with their friends (Birimoglu Okuyan & Begen, 2022; Riazzi et al., 2021). Children are born with a million high curiosity and imitate whatever they see interesting or whatever they like. Rachmy Diana's opinion is that every child is born with potential (Diana, 2006). Efforts to develop children's potential can be done by giving children space to interact socially. Therefore, children's social behavior is very important to be stimulated from an early age. In addition, many factors influence children's social behavior in the school environment, including family environmental factors. In line with the opinion of Amelia Dwi & Rachmy Diana that the family plays an important role in the development of behavior in the future (Syifaunnufush & Diana, 2017). The family is the first social group in people's lives, it is from the family that we can learn to manipulate and imitate how we relate to other family members. This continues until a child continues his education in a school institution, when viewed in-depth, the process of interaction and student attitudes at school does not escape the many elements that underlie them to interact with peers, teachers, and society by how they behave toward them.

Meanwhile, in this era of technological advancement, a lot of deviant behavior occurs in children. According to Nahar, deviant behavior is divided into two terms social violations or social deviations of children, namely Deviation and Delinquency. The deviation is deviant behavior that describes actions that violate norms, including formal or informal rules. While delinquency is deviant behavior that tends to want to commit small crimes, for example, careless, irresponsible, weak, negligent, to act without regard to norms (Nahar, 2019). At an early age, a child begins to have a sense of self and ownership. The desire to explore the environment is large enough that it of-

ten causes problems related to discipline. At first, the child is faced with people who approve and hinder his wishes. Therefore, this period to the end of school is marked by the expansion of the social environment. With the expansion of the child's social environment, parents rarely supervise him, so social attitudes and behavior are very necessary because with a social attitude children can establish and relate well to their environment (Agustina, 2012).

Sanggar Anak Alam is a Community Learning Activity Center (PKBM) whose teaching and learning activities are mostly carried out in the natural environment and apply independent learning. According to the founder of SALAM, Mr. Toto Raharjo, the PKBM format is considered the format that gives the most space for SALAM. Apart from developing its curriculum, SALAM is often seen as a reformer because of its fundamental perspective on education. SALAM is included in a natural school where they use nature as a school, they are also not in uniform (Gernatititi, 2017).

Since its inception, SALAM has created an independent learning life, in which every educational process is made based on shared needs. The learning method in SALAM applies that every child must be involved in determining the theme, to the media used from the use of infrastructure and the environment around the school which includes rice fields, fields, livestock, rivers, and others (Sidiq & Muqowim, 2020). SALAM is included in the alternative school category, where SALAM has different concepts and learning programs from schools in general. Not only the use of uniforms, but SALAM also does not use subjects in the learning process. SALAM implements child-centered learning and integrates directly with the living environment (Masjid et al., 2020). The principle that always guides SALAM learning is that children learn according to their interests and desires, and the achievement of learning is through the process, not success.

Due to the COVID-19 pandemic, natural schools have also had to close their students to break the chain of virus spread. That way the learning process will be handled by each parent at home. At SALAM some parents work outside the home and parents just stay at home. Children whose parents work more in front of the screen, for example watching TV or YouTube, while children whose parents only work at home can work cooperatively in carrying out learning activities at home by paying attention to their growth and development. The learning process will affect the development of children's social behavior.

Based on interviews with facilitators at SALAM, there are several social behaviors that children lack during this pandemic. Forms of unfavorable behavior include children forgetting their friends' names, and even forgetting their teachers. This could be due to a lack of support from parents who may have different levels of cooperation. The phenomenon that occurred in SALAM related to the social development of children during the covid-19 pandemic at the Natural Children's Family Planning Studio, researchers were very interested in studying it. This study aims to identify and analyze the relationship between children's social development and the online learning process. This research is a continuation of research conducted by Pratiwi Feti. The results of the study describe the development of learning during the COVID-19 pandemic (Pratiwi, 2021). Then in this study, the impact or influence of the picture of learning carried out during the COVID-19 pandemic on the social development of early childhood.

Thus, this study highlights the social development of children during the application of online learning. In addition, this study also saw that the social development of children during the pandemic was very diverse with different attitudes and behaviors. Several components that cause social changes in children, such as offline to online learning, parenting in the family and the surrounding environment, and peers are closely related to children's behavior. Therefore, the social development of children, especially those that occur in the learning process at KB Sanggar Anak Alam is interesting to be the object of research.

## METHOD

This study uses a qualitative method with the type of case study research. This research was conducted based on the phenomena that occur in the SALAM environment. This study was conducted by analyzing the implementation of online learning during the COVID-19 pandemic and early childhood social development during online learning. The subjects in this study consisted of 40 respondents. The researcher mentions the subject as an informant. The informants are data information in the research being studied (Arikunto, 2016). Some of the informants in this study were the founders of Sanggar Anak Alam to obtain related data on the development of SALAM, the history of its establishment, the learning process of Salam, curriculum, vision, mission, and goals of the establishment of SALAM. In addition,

researchers explore information about the social developments developed by SALAM during the learning process. This is done by researchers to find out how children's social development is built in SALAM during the online learning period because the founders of SALAM have an important role in this. KB facilitator for Sanggar Anak Alam to obtain information related to the implementation of online learning during the pandemic and social development processes that occurred before and after the Covid-19 pandemic. Parents of KB Sanggar Anak Alam also became informants in interviews conducted by researchers, to obtain data on children's social development that occurred at home during the online learning period and how the obstacles and impacts experienced by children during the online learning process.

The object of this research is the social development of children during the pandemic at KB Sanggar Anak Alam Yogyakarta. In this study, the credibility test was used to test the validity of the data by triangulation (Sugiyono, 2010). Data triangulation means checking data from various sources in various ways, and at various times. There are 3 triangulation of data validity, namely source triangulation, technical triangulation, and time triangulation. The process explains how to check the validity of the data, and what the researchers did was to perform technical triangulation, which was divided into two stages, namely technical triangulation and source triangulation. Furthermore, the data collection techniques that the researchers did were reducing the research data, presenting the data, and the last stage was drawing conclusions. In this study, researchers used source triangulation, which was to test the credibility of the data by checking the data that had been obtained from several sources. This resource triangulation will be carried out by the facilitator, SALAM founder, and parents. The process is carried out by researchers using interviews.

## RESULT AND DISCUSSION

### RESULT

#### **Early Childhood Social Development During the Implementation of Online Learning at Sanggar Anak Alam**

Based on the results of research that has been carried out at the natural children's studio, early childhood social development during the application of online learning does not become an obstacle for children, parents, and teachers. Because parents before online learning were used to giving assignments from teachers to children in

which parents were involved. However, children's social development begins to experience changes which before the pandemic the child and his friends can socialize well and the child feels happy, while during the pandemic and learning is carried out online, the child's social development begins to decline where the child is not confident, doesn't know much about friends, classmates and do not remember the teachers at school. There is some information from the interview results of Mrs. P as the parent of KB SALAM.

Closer to siblings, more caring, can imitate what children do. His older brother also used to teach his younger brother to study, because the younger brother didn't like holding pencils and crayons at all, so now he's starting to want to see his brother studying. Then one of my ways to develop children's social development during this pandemic is usually video calls with their friends, and sometimes some school friends play at home. Only a few times have I asked this friend, you know? The answer is I don't know which one is the child. My son started to forget the names of his friends. At a certain time, the children also feel bored. From the explanation regarding how the social development of children during the online learning period, Mother I also provided solutions that have been carried out for the social development of children during the pandemic:

As a solution, before the PKKMB was established, the facilitator gave an opportunity 3 times a week, some students wanted to go to school, just play, and tell about activities while at home. This was done in the last semester, which of course still pays attention to health protocols by limiting students who come or are in rotation. In addition, to anticipate students whose home conditions do not support the social process, the facilitator also conducts monthly zoom meetings whose function is not to collect assignments or presentations, but as a virtual meeting room for children to convey various expressions of their respective children, children also are free to express whatever they want by taking turns, some children want to tell stories, sing and others, so they are given the opportunity. Then there is also a video call, but the difference is that this video call is narrower, maybe only 5 children with 3 facilitators. The goal is the same to express their respective styles. So far, this is what the facilitators are trying to do to meet the social needs of children, because they need to tell stories, and meet other people other than their families at home, so we overcome them with the activities above. Then some students have been visited by the facilitator, the function is to connect the faci-

literator and parents as well as to see the conditions at home, and see what the children are like when they are at home because when the facilities are visited, the children will feel happy.

### **Factors Affecting Children's Social Development During the Implementation of Online Learning during the Covid-19 Pandemic**

Social development that occurs in early childhood comes from within the individual, besides that several factors can affect social growth and development. According to Elizabeth B. Hurlock, the influencing factors consist of 5 parts including family environmental factors, maturity, socioeconomic status, education, and mental capacity (Rohayati, 2018). Through interviews with several SALAM parents in educating and providing stimulation to children's social development, they are as follows:

"As a parent, I always set an example with as much of my ability as I have, who doesn't want their child to develop well more than their parents used to, indeed my time for children is limited, but I always teach children to be disciplined, especially and be responsible with For example: after playing they are used to tidying up their toys, then after eating they also wash the dishes without being asked. I believe in simple stimulation and habituation in my child, so he will record and do it himself someday, although not now."

Through this information, we can conclude that parents are the first personality schools for their children, and the reflection of parents is a picture of their children's future. Therefore, as parents, they should provide positive energies to their children, also the parenting given to children must be adapted to the times. Because many parents pay less attention to how parenting should be given to children (Mensah & Kuranchie, 2013).

In addition, informants from the founders of salam regarding several social developments that affect children are as follows: "SALAM children and their parents already have synchronization with the school, because before the start of the learning process, SALAM residents and SALAM parents must be willing to take part in activities to align the vision and the mission between the school and SALAM's parents for every learning process carried out in greetings and at home. Every child of Salam is given the freedom to choose what they want, so that the maturity of children from an early age is well-formed, from the age of family planning children learn how to be responsible for themselves."

Based on information from interviews and documentation obtained from parents and founders

of Salam in the involvement of children's social development, we can discuss the occurrence of early childhood social development, then there are factors that influence their social development, in Hurloc's opinion there are five-factor items influential, including:

#### **1) Family environment**

The family environment is one part that has the most important role in the factors of social development in children, because children have a lot of time to play and interact with family at home. In Salam, parents and their environment have very close ties to the school, so that the stimulation process provided by the school and parents has a relationship or is continuous, and through mutual interaction the social development of children in Salam is very fulfilled and runs optimally from family environmental factors.

#### **2) Maturity**

Maturity can be understood by the maturity of the child's age in thinking and behaving. So far, Salam's children have always been given the opportunity to interact with people around them from various ages and backgrounds, so that many new experiences emerge from the association they have with other people. Therefore, the maturity of children's thinking and behavior is very stimulated from an early age, so the social development factor of children in their maturity becomes the most important part of the development process.

During this pandemic period, Salam's children have more strong maturity, seen from the attitude of children's thinking in understanding the Corona virus which forbids them to leave the house and keep their distance from other people, even though they become more emotional but gradually they are able to understand better. alone

#### **3) Socio-Economic Status**

The social and economic status of parents is also one part of the social development factors that occur in children, because if the economic status of parents is below average then the child's needs will also be hampered, and vice versa. If the socio-economic status of the parents is fulfilled, the needs of the SNSK will also be fulfilled so that the social development of the child is not hampered (Sirojuddin, 2018). However, Salam creates a good community environment, with a community all Salam residents and parents can collaborate if there are problems in the child's learning process, then they will help each other by finding solutions to solve any problems that occur. We can see that during this pandemic period, all systems and learning processes move

through digital, which is clearly all online. Therefore, parents must provide more facilities for children such as cellphones, laptops, and internet quotas in the child's learning process, so that socio-economic factors are also very influential in children's social development.

#### 4) Parental education

Parental education influences the social development of children, if parents do not care about education, what is clear in the child's learning process will also not be well supported, so that children's development, especially children's social development, will also not run optimally. Since before and after the pandemic, Salam never measured the education level of Salam's parents who were going to send their children to school, but most of them had a vision and mission in free education for their children, and coincidentally, most of their parents' education were artists, so the process more secure children's learning and development. Because they all prioritize the potential of their children (Lilawati, 2020).

#### 5) Mental Capacity: Emotion and Intelligence

Mental capacity, emotion and intelligence are also an important part of the factors that affect children's social development, because if children cannot control their emotions, the process of children's social behavior will not run smoothly, as well as mentally owned children become mentally weak.

Through the online learning process that took place in Salam, indeed, children were more emotional seen from their social development during the pandemic period at home, but from the online learning process children learned a lot of new things and explored the surrounding environment that they had not previously encountered, so that their mental and intelligence children during the learning process from becoming stronger and more focused. The factors that influence the social development of early childhood in Salam during online learning during the Covid-19 pandemic strongly reflect on family environmental factors, because families have more time to interact with children to provide positive stimuli to continue to develop social behavior in children. children, because of the many new habits that must be applied during the Covid-19 pandemic, it can be seen from the learning process at home which must be accompanied by parents and the sensitivity of parents to the development and growth of children while studying at home.

### **The Impact of Online Learning During the Covid-19 Pandemic Period at the Alam Anak Studio**

Coronavirus is a deadly virus that causes infections in the respiratory tract. This virus spreads through various processes including touching the hands and facial skin of someone who has been infected, splashes of saliva from someone who is coughing or sneezing, touching the nose, and eyes, and touching objects that have been exposed to splashes of saliva from the coronavirus. Therefore, everyone must practice social distancing by keeping a distance and staying away from crowds so as not to be exposed to the virus through the crowd, also stopping all activities outside the home by working and doing activities only indoors.

Online learning has emerged since the Covid-19 virus outbreak was rampant and growing rapidly in Indonesia. As the information conveyed by Mrs. W as the founder of SALAM: The virus that began to be discussed in the city of Yogyakarta in mid-March 2020 has become a turmoil for educational institutions including in SALAM, various fields and educational institutions as well as workers carry out activities from home, changing all concepts to be distant to reduce the spread of the virus that is starting to spread everywhere. Initially, Salam did not give his students a day off, but after receiving information from the local village government, the learning process at SALAM also changed to online or remotely, especially since most of SALAM's students live outside, so the village government is very aware of the occurrence of clusters. new cluster in village. This requires us to do online learning from all levels from family planning to high school SALAM starting the online learning process at home

### **DISCUSSION**

Children in early age are unique people, where they have a pattern of growth and development (Darmiyanti et al., 2021). Children's social development is a learning process in adapting to understand one's conditions and feelings when interacting with the community in the surrounding environment, both peers, parents, and siblings in everyday life. Emotional social development is closely related to bonds or interactions, both with others or with other objects. If the relationship is not good, then the growth and development of children will be not good or optimal as well, and vice versa (Maria & Amalia, 2018).

This explanation is reinforced by (Sukatin et al., 2020) in their research that peers are

a strong branch of socialization. Peers become a source of information and comparison in the outside world and the family. So that peers can influence social development in early childhood (Horin et al., 2019). And keep in mind that social development is very important for the growth and development of children. The social development of children in SALAM is very varied, seen from the parenting provided by their parents and the process of implementing the learning made with parents and children while at home, but there are some similarities in the parenting style that parents do because parents at SALAM have a parent forum. as a place for sharing experiences and joint deliberation to equate the vision and mission of education implemented in SALAM so that the example of parents becomes an important role in children's social development during on-line learning.

Based on previous research that the social development of children, the social development experienced by children in the natural children's studio is very varied, it can be shown from several items that are by the indicators in Permendikbud 137 of 2014 including the following:

### **1. Ability to Play with Peers**

The need for every child is to play and interact with friends of their age because by meeting and interacting children can learn to socialize, know themselves, and how to solve problems (problem-solving). The ability to play with peers is shown when children play at school. In SALAM family planning, children's social development is very fulfilled and fulfilled, as evidenced by the results of observations and interviews that in SALAM children are given the freedom to play with their friends what they are interested in that day, children are also free to explore the nature around SALAM so that children are very happy when have to come to school. However, during this pandemic, children cannot meet their friends at school independently, even in the home environment is limited by social distancing and children remain at home with their parents, so that during this pandemic children cannot socialize with friends so that children's social development is on this indicator. Indeed, there has been a decrease, as evidenced by the results of the interview above, that children forgetting the names of their friends and even some of the facilitators, then children also feel awkward when having virtual meetings with their friends.

The problems that occurred at SALAM did not stop the facilitator from making learning fun and meeting the needs of children's social deve-

lopment, so the facilitator and the SALAM foundation looked for the best solution to meet these needs by preparing to meet their friends by holding a zoom once a month, here the children can perform to show their activities while studying at home include drawing, gardening, cooking, creating and many other activities carried out at home and children can also show their friends what media are used when playing at home. Then every two days there are face-to-face meetings with the facilitators in rotation as well as consensus with their parents. In the past, there was a home visit once a month, but during this pandemic, it was replaced with a visit to children, for those who live close together, you can join so 3 to 5 children can meet with the facilitator, this time is also limited to a maximum of 2 hours a day. Its function is for interaction between children and also with the facilitator. Then the facilitators also make plans to create youtube content every week to maintain a relationship between the facilitators, children, and parents. Also, children can come to school, at school they come to treat a longing, this is also facilitated by the SALAM facilitator, some once a week and some twice a week. the facilitator provides 3 times a week the children can come in rotation according to the promise so that their longing for school is cured, and don't forget the facilitator still uses strict health protocols.

### **2. Be tolerant**

The tolerant attitude in the SALAM KB is shown by the behavior of children who respect the religious diversity of their friends, because at SALAM accepts children with various religious backgrounds without exception, so that children have been guided from the start to respect interfaith, then children also make the habit of asking for help, say sorry and thank you without having to be asked. The tolerant attitude that has been shown by children is evidence that maturity in children's social interactions is developing very well.

During online learning, the tolerant attitude shown by children remains unchanged, even more tolerant attitudes they learn when they are at home with their parents, such as getting to know their religion better, then learning to worship solemnly, behave honestly, which is shown from their attitude. children when asked something then answer honestly. Children also respect the religion adopted by neighbors around their homes, for example, congratulating fasting for those who are Muslim, and wishing Christians a Merry Christmas, and vice versa.

### 3. Being cooperative

Being cooperative is an activity that can be done in groups where all children will get their respective duties and roles according to mutual agreement and to achieve a common goal as well. This cooperative attitude is very useful for increasing cooperation between peers and skills in social (Putri Wardany et al., 2014). The cooperative attitude shown by the SALAM KB children has shown a very good attitude. when children are playing, they often make things by collaborating with their peers and helping each other, children also want to take care of the toys at school by tidying up the toys after they are used. It turns out that during this online learning period, the cooperative attitude that appears in children is also still well nurtured at home. Children still carry out activities by showing a cooperative attitude in playing and learning with their parents, in fact the relationship between parents and children is getting better, because SALAM's parents from the beginning of entering Salam have made a mutual agreement between parents, facilitators and the foundation to equalize Salam's vision-mission, Salam is community-based and collaboration, because all parties involved in SALAM realize that humans cannot live alone and as social beings need togetherness, which is clear that all of PAUD has been taught and implemented, so that people Parents in SALAM are very aware of the importance of collaboration between children and parents.

In line with the results of Ririn and Na'imah's research that facilitators and parents must collaborate to understand the development and growth of children according to the stages, considering that each child has different characteristics, but basically children will continue to develop at the same stages (Wiresti & Na'imah, 2020).

### 4. Social behavior

Social behavior can be seen from the children's concern and also sharing with those around them, because from the beginning SALAM had a superior program of providing nutritious food for children and for family planning children every day there was a schedule to bring healthy food from home to be distributed to all friends. one class. So this habit of sharing food has become a good habit of sharing habits for children, even children feel addicted to bringing food from home to be distributed at school, because it is a matter of pride for children to be able to share with others.

During the pandemic and learning is done

online, this attitude of sharing is still used at home through small habits such as when making food or cakes with their mother, children always want to share with their neighbors, even when there is a visit from the facilitator the child is always eager to make something. which they want to serve to the facilitator when they come to the house. So this sharing habit is very closely related to children's social behavior which continues to develop well.

### 5. Social development

Social development in recognizing the polite behavior of SALAM family planning children tends to not be able to understand how politeness is, this behavior is evidenced from the results of the researcher's observations that children pray before and after doing activities still with the help of a facilitator, saying greetings when coming and coming home from school are also still often reminded by the parents who escorted them, also kissing the facilitator's hand when they came and going home still often had to be reminded by parents or also the facilitator.

However, during this online learning period, children's social development in recognizing polite behavior begins to develop gradually, as explained by one of the parents of family planning children. say be careful on the road. Children are also used to saying greetings when guests come to the house, also waving their hands to change the behavior of kissing hands when guests or facilitators come to the house because during the pandemic to keep your distance. Children also begin to learn to speak well and politely to anyone they meet.

### 6. Respecting the Rights and Opinions of Others

Social behavior by respecting the rights and opinions of others is very well related to SALAM family planning children, seen from the activities at school where each child is guided by prioritizing his interests and desires just as the facilitator respects every child's rights and opinions at school, the child never required to complete tasks but the facilitator always gives independence in learning, so that children are also stimulated to always respect the opinions of others, shown when the facilitator explains the material in class, the child always pays attention with curiosity, and always allows children to ask questions and convey his opinion.

In this online learning, children also grow and develop a lot with their parents at home, children are more appreciative of the current



conditions, by staying at home to break the chain of distribution, and attending zoom meetings to hear opinions and stories from classmates. Also never mock the mistakes made by his friends.

## 7. Respond

Social behavior by respecting the rights and opinions of others is very well related to SALAM family planning children, seen from the activities at school where each child is guided by prioritizing his interests and desires just as the facilitator respects every child's rights and opinions at school, the child never required to complete tasks but the facilitator always gives independence in learning, so that children are also stimulated to always respect the opinions of others, shown when the facilitator explains the material in class, the child always pays attention with curiosity, and always allows children to ask questions and convey his opinion.

In this online learning, children also grow and develop a lot with their parents at home, children are more appreciative of the current conditions, by staying at home Responding is one of the social developments of children that involves sensitivity in children, according to Montessori, pre-school children aged 3-6 years are children in a sensitive period, it takes a lot of stimulation and stimulation in children, such as speaking skills, social behavior and of course parents must provide motivation to children (Indiani, 2019). The development of responding to children in the Salam family planning program has developed very well, because all the needs for stimulation and stimulation are provided by the facilitator and parents on an ongoing basis. In line with what (Ashary et al., 2015) explained that communication between parents and teachers is measured by what and who is most deeply communicated, marked by trust and openness so that a response appears in the form of actions taken (Ashary et al., 2015).

During this online learning period, children are given more stimulation by parents and the environment at home so that they get many new responses, including lots of new vocabulary that they often ask, many stories that children are ready to tell when the facilitator visits, and other good responses in children's social development. This online learning process really demands that children and parents continue to advocate in a very natural process without any pressure and demands on children.

This is in accordance with the theory put forward by Albert Bandura that the main point of learning is the process of trying to describe

learning with natural conditions. and a person's behavior is not just a reflection or stimulus, but occurs as a result of the relationship between the environment and the cognitive aspect of a person himself. In the research that the researchers did, there were also similarities, such as children learning in natural conditions, where the learning process at SALAM was carried out according to the interests and desires of the child as well as the potential of each child, so that children learn naturally and naturally without any coercion from any party. Through natural learning conditions, children's social development during the pandemic continues to run well.

Based on the explanation above, the researcher concludes that the online learning process carried out at SALAM is that children carry out the learning process independently, according to their interests and needs or independently, without pressure from any party, which is an important process in the process of adjusting to new circumstances to develop the full potential of the child. Through these online learning activities, they indirectly train the independence and independence of learning for SALAM children in the learning process, as explained by Wedemeyer in the theory of independence and autonomy which explains that student learning independence is the core of the process of learning activities carried out remotely.

During learning from home, all facilitators still come to school every Wednesday and Saturday, to create YouTube content together, while still adhering to existing health protocols. Actually, the place used to create YouTube content is not only in the classroom, but the facilitator uses the fields, fields, libraries, school yards, and sometimes outside the school provided that it is still a natural environment. This online learning process is also a motivation for facilitators to learn to develop information technology, according to the times, everyone is required to be able to use digital communication wisely. And the facilitator also evaluates learning with the founders of SALAM, which was originally once a week, during this pandemic period it was more limited to once a month. This evaluation is used to improve the events of the learning process for one month if there are obstacles or obstacles, the facilitator and founder of SALAM will find out the causes and consequences of the obstacles that occur then find a way out of the problem to be solved together to break the chain of distribution, and attending zoom meetings to hear opinions and stories from classmates. Also never mock the mistakes made by his friends.

## CONCLUSION

The social development of AUD during the implementation of online learning in Salam is very varied, as evidenced by several items that refer to indicators in Permendikbud 137 of 2014 which include: (1) the ability to play with peers. (2) be tolerant. (3) Be cooperative. (4) Share. (5) Behave politely. (6) Respect the rights and opinions of others. (7) Respond. Of the 7 items, several indicators have decreased during this pandemic, the most prominent of which is the ability to play with peers as evidenced by children forgetting the names of their friends and even some facilitators, then children also feel awkward when having virtual meetings with their friends.

Factors that influence the social development of children in SALAM during online learning include family environment, education, maturity, socioeconomic status, and mental and emotional capacities.

The impact of online learning during the Covid-19 pandemic in Salam was felt by all residents of Salam, namely students, facilitators, and parents. In this case, it is shown from the positive and negative impacts that occur. Positive impacts include better social development at home with lots of new vocabulary being asked by children. Children are accustomed to the habituation of clean and healthy living behavior. Children learn more and interact with family and parents. Children also have many activities at home. The emergence of creativity and new ideas in children. Become more responsible for himself through new experiences. While the negative impacts include: that children get bored quickly. Children do not socialize with their peers. Seek attention when someone comes to the house. Children are more emotional.

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