THE RELATIONSHIP OF ONLINE LEARNING TO THE SOCIAL EMOTIONAL SKILLS OF LASIYAM KINDERGARTEN CHILDREN SURABAYA AGED 5-6 YEARS

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Abstrak: Taman Kanak-kanak yang masih membutuhkan perhatian penuh dalam pembelajaranya harus menyesuaikan dengan tatanan yang ada. Hal ini tentunya mengurangi segala interaksi dari guru dengan anak secara langsung, sehingga mengakibatkan kurangnya bonding antar keduanya. Penelitian ini bertujuan untuk mengetahui hubungan pembelajaran daring terhadap kemampuan sosial emosional anak TK Lasiyam Surabaya usia 5-6 tahun. Penelitian ini menggunakan pendekatan kuantitatif. Penelitian dilakukan di TK Lasiyam Surabaya Usia 5-6 Tahun. Populasi anak sebesar enam puluh anak dengan pengambilan non probability sampling (sampling probabilitas) yang artinya pemilihan sampel tidak dilakukan secara subyektif. Jenis probality sampling yang digunakan yaitu sampling acak sederhana dipilih dengan cara undian dan rumus yang digunakan untuk mengambil sampel yaitu rumus slovin sehingga pada penelitian ini didapatkan sampel berjumlah 40. Teknik analisis data diinterpretasikan menggunakan SPSS. Hasil menunjukkan bahwa nilai signifikansi sebesar 0,032 < 0,05, hasil signifikan kurang dari 0,05 menandakan bahwa hipotesis diterima sehingga menunjukkan adanya hubungan. Maka dapat disimpulkan bahwa terdapat hubungan yang signifikan pembelajaran daring terhadap kemampuan sosial emosional anak.

Kata-kata Kunci: Anak TK, Pembelajaran Daring, Sosial Emosional.

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Abstract: Kindergartens that still require full attention in their learning must adapt to the existing order. This of course reduces all interactions between the teacher and the child directly, resulting in a lack of bonding between the two. This study aims to determine the relationship between online learning and social emotional abilities of Surabaya Kindergarten students aged 5-6 years. This study uses a quantitative approach. The research was conducted at Surabaya's Lasiyam Kindergarten aged 5-6 years. The population of sixty children is taken using non-probability sampling, which means that the selection of the sample is not done subjectively. The type of probability sampling used is simple random sampling chosen by lottery and the formula used to take the sample is the slovin formula, so that in this study a sample of 40 was obtained. Data analysis techniques are interpreted using SPSS. The results show that the significance value is 0.032 <0.05, the significant result is less than 0.05 indicating that the hypothesis is accepted so that it shows a relationship. So it can be concluded that there is a significant relationship between online learning and children's social emotional abilities.

Keywords: Kindergarten Children, Online Learning, Social Emotional.

INTRODUCTION

2019 became a year that shocked the world with the Covid-19 outbreak. On March 2, 2020, President Jokowidodo announced that the first two patients in Indonesia were

exposed to Covid-19. Data shows that the surge in Covid-19 patients in Indonesia has reached more than one million people (Task Force, 2021). Circular (Kemdikbud.go.id, 2020) that all sectors of the economy, social, culture and education that the implementation of activities are managed from home. This virus has resulted in many impacts that occur from various health, social and cultural, economic and educational sectors.

The field of education is one of the concerns of the Minister of Education. The Circular Letter for the Implementation of Education in the COVID-19 Emergency Period Number 4 of 2020 is enforced from kindergarten to tertiary education. Technological progress is also at stake with the widespread use of applications among the public. Especially in the field of education which requires applications that support learning. Online learning becomes an alternative to learning. Online learning itself The study (Qori'ah et al., 2021) states that one of the most popular application uses is zoom.

Early childhood education (PAUD) is one of the planned conscious efforts made to children aged 0-6 years by providing educational stimuli to help each growth and development both physically and spiritually, and prepare their readiness for further education. In Law Number 20 of 2003 concerning the National Education System, Article 1 point 14 of early childhood education (Ministry of Education and Culture, 2003) is defined as a coaching effort aimed at children from birth to the age of six years which is carried out through providing stimulation to education to help, among others, physical and spiritual growth and development so that children have readiness to enter further education. Therefore, early childhood education is very important for children's survival because there are 6 aspects of development that must be developed for early childhood, namely cognitive, social-emotional, language, physical, motor, religious, moral and artistic values.

Kindergartens that still need full attention in their learning must adjust to the existing order (Qoriah et al., 2021). This certainly reduces all interactions between teachers and children directly, resulting in a lack of bonding between the two (Kusuma & Sutapa, 2021). One of them is social emotional development according to Hayatun et al., (2021) adalah kemampuan anak untuk memiliki pengetahun dalam mengelola dan mengekspresikan emosi secara lengkap baik emosi positif, maupun negatif, mampu berinteraksi dengan anak lainnya atau orang dewasa di sekitarnya, serta aktif belajar dengan mengeksplorasi lingkungan.

In addition, from a preliminary study conducted at Lasiyam Kindergarten Surabaya on kindergarten B children aged 5-6 years, it was found that 35 out of 60 children still seemed to lack in understanding letters and less in their respective self-responsibility, seen in when online learning started at 08.00, it was seen that children missed the predetermined time. In fact, social emotional learning is done by hearing, observing and imitating the things he sees. An understanding of self-responsibility for that time is needed for children (Salamah & Fauziah, 2020). Previous studies have been described by Abdiana &; Mayar (2021) analysis of online learning on children's social-emotional development, so the purpose of this study is to determine the relationship of online learning to the social-emotional abilities of Lasiyam Surabaya kindergarten children aged 5-6 years

RESEARCH METHODS

This study used a quantitative approach in TK Lasiyam Surabaya aged 5-6 years. The population of children is sixty children with non-probability sampling (probability sampling) which means that sample selection is not done subjectively. The type of probality sampling used is simple random sampling selected by lottery and the formula used to take the sample is the slovin formula so that in this study 4 samples were obtained. Data analysis techniques interpreted using SPSS

RESULTS AND DISCUSSION

Result

Tabel 1 Uji Korelasi

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.574	.186		13.839	.000
Belajar Daring	.118	.055	.138	2.151	.032

Based on table 1 above, it shows that there is an influence of the relationship between online learning on the socio-emotional development of children in Lasiyam Kindergarten Surabaya by 0.032. This shows that the value is smaller than 0.05 so it is concluded that there is a relationship between the two

Discussion

, Based on research that has been conducted on distance learning on early childhood social-emotional development in Lasiyam Kindergarten Surabaya in kindergarten B children aged 5-6 years, the results show a relationship between distance learning and children's social-emotional development. That online learning or distance learning can hone the independence and responsibility of early childhood. This is in accordance with Permendikbud (2014: 14), namely from the aspect of being responsible for oneself with indicators of knowing their rights, obeying regulations, being responsible for behavior for the common good. Results obtained in the field using questionnaires given to teachers to assess social emotional. That children are more responsible for themselves, namely when learning begins, children are disciplined in entering online classes. As according to Rizki Ananda and Fadhilaturrahmi (2018: 14) mentioned that one of the main aspects of early childhood social-emotional development is the development of positive habits including manners, politeness and responsibility. The habit of distance learning began during the pandemic and for post-pandemic where schools have online learning programs. Children are used to it even though they are not face to face to learn. Distance learning must also be fully supported by parents, for example good parental communication to children. Parents must build bonding with children. As well as research from Hendratno (2022: 8) entitled child-friendly communication during the COVID-19 pandemic which concluded that communication is very important for parents and children to build good bonding . Communication during a pandemic is very important because of the amount of time children are at home rather than outside the home.

Indirectly, parents become accompanying teachers for children when at home. During distance learning, almost 80% of children focus on the activities delivered by the teacher. The learning activities provided by the teacher are also not monotonous, this makes children not bored with distance learning. When distance learning is provided with interesting activities it also has an impact on children who are punctual in working on those activities. No child fusses and breaks down to complete the task. In distance learning, teachers are required to be creative in providing this learning. Utilizing technology is one way teachers provide creative learning.

Teachers can use online applications to provide distance learning, namely by application (1) Learning house; (2) Our table; (3) Icando; (4) Indonesiax; (5) Google for education; (6) Smart class; (7) Microsoft office 365; (8) Quipper school (9) Teacher's room; (10) Your school; (11) Zenius; (12) Cisco webex (Ministry of Education and Culture of the Republic of Indonesia on distance learning). TK Lasiyam Surabaya uses the Google Meet application to conduct distance learning. Apart from the platform used, there are other indicators to support the success of distance learning in TK Lasiyam, namely teacher performance or teacher performance to provide distance learning.

The results of research from Izzati, Umi (2022: 34) entitled The relationship between optimism and work engagement in teachers show that there is a relationship between optimism and work engagement

which is classified as very strong, and results are obtained that show positive values, meaning that the higher the optimism, the higher the work engagement. Vice versa, if the lower the optimism, the lower the work engagement. Teacher performance is very influential on the learning of activities that are beneficial. Therefore, it is very necessary for teachers to master using technology because the development of the era, not only conventional learning that is used must be balanced with creative learning such as using technology.

The results of the online learning questionnaire given to parents also show that there is a good influence or success on the efficiency of online learning. The success of online learning is reflected in parents being on time to take part in online learning provided by teachers. Parents are also almost all literate about the use of internet media for distance learning. This is the success factor. The success factor of online learning is not only from teacher performance but also from parental support, for example, parents understand technologyi.

The performance of teachers in distance learning conducted at TK Lasiyam Surabaya is also reflected in what internet media is used by teachers. When teachers and parents have collaborated to support each other's distance learning process, it will also have a good impact on active children in class, children pay attention to learning from teachers. The results of this study are in line with research conducted by Hasibuan, Rachma (2021: 1930) that shaping children's character from an early age is very necessary through habituation of disciplinary values that allow children to develop themselves into someone with noble character, commendable so that they can bring children to good manners.

Disciplined personal habits are the context in forming a noble character, namely a whole person who is skilled in speaking, uses good symbols and gestures, is able to be creative and creative and appreciates positive things in using information and communication technology that is increasingly advanced today.

CONCLUSION

Online learning relationships are very influential with social emotional development in terms of responsibility and self-awareness greatly. This can happen because of new habits carried out by early childhood when learning remotely. Support from teacher performance and parents' technological skills is also needed to support this. When everyone and the environment work together to do online learning , it's not a problem anymore

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