Strategies for Preventing Deviant Social Behavior in Early Childhood During the Covid 19 Pandemic

Neldawati Neldawati[1,] Yaswinda Yaswinda[2]

[1]*Early Childhood Education, Universita Negeri Padang*
[2]*Early Childhood Education, Universitas Negeri Padang*
Email: neldawati281175@gmail.com

ABSTRACT
Early childhood is a process for children to be able to behave socially. Social behavior is learned and developed from various opportunities and experiences with the community's environment. Social behavior is behavior that is carried out voluntarily which can benefit/please others without anticipating external rewards. good. When the children developed, their social development becomes more complex so that they need other people to behave. At the same time, it is undeniable that humans are social creatures who are unable to live alone, and they need interaction with other communities in social life. During the covid-19 pandemic, there is a significant change in children's social behavior. The occurrence of deviant behavior is caused by factors that affect aspects of children's lives during the pandemic, namely children are affected by various negative impacts on the overuse of mobile phones, smartphones or other electronic media. This is due to the parenting patterns that are preoccupied with the routine of making a living, making parents unconsciously ignore giving attention and affection to children. Therefore children find a way out by busying themselves to use smartphones, watching videos on YouTube, and TV channels without limitation and parental supervision.

Keywords: *Prevention of deviant social behavior in early childhood, the Covid-19 period*

1. INTRODUCTION

Early childhood education is carried out by educators and parents in the process of caring for, nurturing and educating children by creating a conducive atmosphere and environment. Early childhood education is the basic foundation for a child's personality. Children who get coaching from an early age and in the end the child will be more able to be independent and optimize the potential that exists in him.

Children who attend preschool education make better social adjustments than children who do not attend preschool education. The reason is that they are better prepared for active participation in groups than children whose social activities are limited to family members and children from their immediate neighbours.

One of the several advantages of preschool education is that it provides social experiences under the guidance of teachers who are trained in helping children develop pleasant relationships and try to prevent children from receiving treatment that might cause them to avoid social relationships. As a result, all negative reactions to other children are reduced. However, negative reactions to teachers sometimes increase slightly after children prefer to hang out with peers than adults.

The current COVID-19 pandemic has a profound effect on early childhood social behavior, children's interaction in social behavior is limited compared to normal times before COVID-19 hit the country, children's learning activities are carried out through online media. Although, in some areas face-to-face schooling is permitted, children whose school numbers exceed the specified capacity provide schedules for schools to be carried out alternately by holding shifts or children taking turns in school, or children not attending school every day.

The phenomenon of children when they are at home during this covid period, children spend their time watching television and playing with cell phones, so that children are indirectly affected by the effects they watch through social media. Children imitate

what is seen, observed so that this affects the social behavior of children. The indifferent attitude of children who are engrossed in playing with smartphones, will not care about what happens in their social environment. The Covid-19 pandemic has changed the entire order, both in terms of economics, social, and even in the world of education, the order has changed very drastically, which at first children learn from school, children switch to learning from home, the intensity of playing with peers becomes non-existent, even during the pandemic although There are schools that are face-to-face but children are not free to play outside together and socialize like a normal day before the COVID-19 pandemic, such conditions will certainly affect the process of developing children's social behavior during the COVID-19 pandemic.

[1] states that cooperation in early childhood includes taking turns, taking turns using toys, tools, or activities, fulfilling requests, coordinating actions to achieve goals, accepting other children's ideas, negotiating, and compromising. in play. Collaborative activities can be carried out during learning activities from home, parents should be able to be good partners for children so that children are still stimulated to develop to be able to cooperate with other people, for example when life skill activities take care of plants, parents divide the role of tasks between children and parents so that cooperation is established. the better of the two. Prosocial development requires good learning methods so that the achievement of the development to be achieved can develop well and maximally. learning methods play an important role in determining all formation aspects of children's pro social development. In schools, various ways are carried out so that the environment is made as conducive as possible, so that children can experience the social-emotional learning process without feeling dictated or taught, so that the method of social and emotional development of children becomes a fun activity for children. These various ways are referred to as a learning method at school.

2. DISCUSSION

2.1 Adjustment of Social Behavior

2.1.1 Social behavior

One of the well known theories of Social Behavior and development proposed by Bandura. Bandura as cited in [2] explained that a child learns and imitates the adults or environment surrounding them and children can be judged by the actions they take and then they imitate.

Today, social learning theory places more emphasis on the awareness of young children starting to think about what they are imitating to be more thorough about the environmental elements they choose to imitate. The most important element of the theory of social learning for teachers is the idea of a refrigerated behavioral model, so that children will imitate it. Models like this make children imitate them. Learning to adapt to various social situations is a very difficult area of development in childhood, therefore there are many possibilities for the development of attitudes and patterns of behavior that are not pleasant.

Based on another opinion, Skinner is the father of social behavior (Behaviorism) argues that a person's behavior is a reflection of the environment in which he is in and that behavior is observed by others [3] John Locke stated that children are like empty papers, While the people around are only those who dripping ink on children, therefore parents and the surrounding environment provide a good example so that children get a good experience as well [4] . The construction of children's behavior according to this theory depends on who educates and gives them the models of how to socialize.

At the age of five, early childhood shows their social development. They play with friends in small groups and begin to have close friends or friends [5]. This is in accordance with developmental tasks. school-age children, namely learning to get along and make friends with their peers. [6] Behavior is an act or action of an individual that is a reflection of his attitude, behavior that involves physical action, namely behavior that is visible (over behavior) or is an act that is actually carried out in response to the interaction of an individual with the environment that is observed.

According to [7] Patterns of social behavior in early childhood, the existence of cooperation is in the following behaviour such as competition, generosity, desire and social acceptance, sympathy, Empathy, dependence, friendly attitude, unselfish , and attachment behavior.

[8] agreed that at the age of 3-4 years, children's capacity to regulate their emotional behavior begins to increase. The increase in emotion is adjusted to the existing social rules. At this age, children learn that anger and aggressiveness must be controlled in front of adults, while with their peers not to suppress negative emotional behavior, these differences arise because the consequences they receive are different.

[9] states that essentially every human being lives in two atmospheres of psychological existence, namely on the other hand he is a social being who is required to adapt to various situations with regard to the interests of others, the environment and nature. This human integrity also shows that as a social being,

he tries to maintain what he already has and seeks recognition and appreciation for his achievements, and has a sense of belonging to the environment in which he lives.

Based on the opinions above, it is concluded that social behavior is a way of adjusting to aspects of child development. [10] Children's social development is strongly influenced by their social environment, whether parents, relatives, other adults, or their peers. If the social environment facilitates or provides opportunities for positive child development, then the child will achieve mature social development, but if the social environment is not conducive, such as the treatment of parents who are rude, often scold, indifferent, and do not provide guidance, role models. , teaching or habituation in applying the norms of both religion and good manners / manners, tend to show maladjustment behavior, such as:

1. Being inferior

2. Enjoys dominating others,

3. Selfish

4. I like to isolate myself

5. Lack of feeling calm taste,

6. Lack of concern for norms in behavior.

The development of social behavior, children can be influenced by several factors, including family, maturity of socio-economic status, education, emotional mental capacity and intelligence.

2.1.2   Family

The family is the first environment that influences various aspects of children's development, including their social development. The conditions and procedures for family life are a conducive environment for the socialization of children. The educational process that aims to develop the child's personality is more determined by the family, the pattern of association and the ethics of interacting with others is largely determined by the family.

To socialize properly, it requires self-maturity both physically and psychologically so that being able to consider social processes, giving and receiving advice from others, requires intellectual and emotional maturity. In addition, maturity in language is also very decisive.

2.1.3   Socio-Economic Status

Social status is much influenced by the socio-economic conditions of the family in society. Children's behavior will pay a lot of attention to the normative values that have been instilled by their families.

2.1.4   Education

Education is a directed socialization process. The essence of education as a normative process of operating knowledge. Through education, adults teach knowledge and build their attitude as it is expected that children can have a position in society and create their social lives in the future.

2.1.5   Mental Capacity Emotion and Intelligence

The ability to think affects many things, such as the ability to learn, solve problems and speak language. Emotional development is very influential on the social development of children in society, and their lives in the future.

2.2   The Effects of Social Development on Children's Behavior During the Covid-19 Pandemic : Problem and Solutions

Deviant social behavior is behavior that is not in accordance with the norms of society. A study revealed that deviant behavior was carried out more by boys than by girls.

The causes of deviant behavior in children is not known for certain, but the family environment is one of the most influential factors in initiating the formation of deviant behavior in children. This problem arises due to lack of parental attention to children, poor parenting, or even psychological trauma experienced by children. In addition to family environmental factors, the social environment can also trigger the development of deviant behavior, this is usually due to bad association with schoolmates or peers in the neighborhood.

The following are several examples of children's deviant behaviors :

a.   lazy to go to school

b.   Frequent fights, either with other people or their parents

c.   Likes to destroy things in the environment.

To overcome the problem of deviant behavior should be started in early childhood. As long as the child has not yet reached the age of adolescence, parents must begin to provide a good model for children for an ethical attitude. Parents should be more attentive and caring to the child, as well as caring for and educating him with love. Here are some ways parents can do this:

a. Spending more time with children

Try to increase your free time with your children, no matter how busy you are. You can use the time to exchange stories, ask what he is doing at school, what his goals or desires are in the future, or how his friends are. We can also ask what problems the child might be facing.

b. Making a daily schedule with children

Given that deviant behavior in children can also be influenced by the social environment, we can make a daily schedule to foster a sense of discipline in children. This schedule includes study hours, rest hours, and playing hours, especially outside the home. We can also limit the time the children use gadgets.

c. Establish communication with teachers at school

Although we can't directly see the behavior of children at school, we can still monitor it by asking the teacher or homeroom teacher. If our child often misbehaves at school, try to reprimand and advise him. Explain to him why he should not do this. The active role of parents has a very big impact on the development of good behavior in the life and future of children. If we have difficulty communicating with children or if our children often engage in deviant behavior, don't hesitate to consult a child psychologist, so that we can find out how to find the right solution in handling the child's problem.

Children's thinking is often influenced by ideas and theories causing a criticalattitude towards situations and other people, including their parents. The ability to question the reality that surrounds the relationship of social behavior, can be overcome if there is a good relationship from heart to heart with children.

3. METHODS

The method in this study uses the type of qualitative research. Qualitative research is conducted to explain and analyze phenomena, events, social dynamics, attitudes, beliefs, and perceptions of a person or group towards something. Thus, the process of qualitative research begins by developing basic assumptions and rules of thought that will be used in research. The data collected in the research are then interpreted.

The sample of this research data source is in the form of children's conversations at certain times, namely in the morning when children play in class, on normal days before the pandemic children play freely outside. So, children's social behavior can be

seen from free play activities with their friends, but because of covid, children are not allowed to play outside, but can be replaced by playing in class only.

Monitoring of the behavior of the researchers observed for 3 days, starting from Thursday, May 20 to May 23, 2021. The sample of data sources for written records was the source of supporting data. The tools used by researchers in data collection are as follows:

a. Interviews are conversations with children who have deviant behavior, including angrines, aggressiveness, laziness, going to school, shy and quiet.

b. Observation activities in qualitative research are unstructured observations, because the focus of the research is not clear, researchers can make free observations, record what is observed, analyze and then make conclusions, observations made are the occurrence of conversation between children in social behavior.

c. Documentation data retrieval is processed through documents to strengthen the data obtained through interviews and observations. The data is in the form of documents related to teacher and child conversations to complete this research. After the data is collected, the writer will analyze the data. Data analysis is the most important step in a study, in research using the Miles and Huberman model analysis technique (Sugiyono, 2015: 338). This study discusses the "Strategies for Prevention of Deviant Social Behavior in Early Childhood During the Covid-19 Pandemic.

4. RESULTS AND DISCUSSION

Researchers have collected data obtained through interviews, observation and documentation for 3 days at Aisyiyah Sijunjung Kindergarten. This school has 3 teachers, where researchers for this data collection held conversations with teachers in this school about the behavior of children encountered at the school.

Table 1. Number of Children Who Have Deviant Social Behavior

No	Deviant behavior	Number of children
1	Aggressive	2
2	Lazy	1
3	Shy	2
4	Angry	4
5	Quiet type	1

Some of the questions asked when asking questions related to the Strategy for Preventing Deviant Social Behavior in Early Childhood During the Covid-19 Pandemic, as shown in the table below:

Table 2. Question Strategy for Preventing Deviant Social Behavior in Early Childhood During the Covid-19 Pandemic

No	Question	Answer
1	What are some deviant social behaviors in early childhood?	Aggressive, lazy to go to school
2	How do you deal with children who have this behavior?	Through an approach to children
3	What strategies do you use to deal with your child's deviant social behavior?	Tell stories, ask questions about social behavior

Based on the results of the interviews above, it can be concluded that the strategy for preventing deviant social behavior should be through an approach to children. This deviant behavior such as aggressive, lazy to go to school, irritable and so on. Parenting patterns also affect this deviant behavior because parents are busy with their respective routines and jobs. The strategy used by the teacher in dealing with children who have deviant social behavior is telling stories, asking questions about their social behavior.

5. CONCLUSION

Various kinds of phenomena from children when they are at home during this covid period, children spend their time watching television and playing with cell phones, so that children are indirectly affected by the effects they watch through social media. Children imitate what they see, observe so that this affects the social behavior of children, the indifferent attitude of children who are engrossed in playing with smartphones, will not care about what happens in their social environment. The COVID-19 pandemic has changed the entire order, both in terms of economics, social, and even in the world of education, the order has changed very drastically, which at first children learn from school, children switch to learning from home, the intensity of playing with peers becomes non-existent, even during the pandemic although There are schools that are face-to-face but children are not free to play outside together and socialize like normal days before the COVID-19 pandemic, such conditions will certainly affect the process of developing children's social behavior during the COVID-19 pandemic.

The development of prosocial behavior of children who cannot socialize with peers makes parents at home as the frontline to continue to stimulate children's prosocial development, namely sharing, entertaining, helping and cooperating, the development of prosocial behavior can be developed with storytelling methods that are carried out while playing with children.

REFERENCES

[1] J. Beaty, Observasi perkembangan anak usia dini. Jakarta: Kencana, 2013.

[2] N. Hasanah, "Pengaruh Dukungan dan Penerimaan Orangtua terhadap Efikasi Diri pada Anak Usia Dini.", J. Thufula, vol 1, no 2, bll 309–324, 2019.

[3] J. W. Santrock, Perkembangan anak (ketujuh). Jakarta: Erlangga, 2007.

[4] P. Caprara, G & Steca, "The contribution of values and self beliefs to prosocial behavior a cross age.", J. Soc. Clin. Psychol., 2007.

[5] R. Drupadi, "Perilaku Prososial Anak selama Pandemi Covid-19. Prosocial tendencies predict friendship quality, but not for popular children", J. Exp. Child Psychol., 2012.

[6] D. Suryana, Pendidikan Anak Usia Dini Berbasis Psikologi Perkembangan Anak. 2011.

[7] E. B. Hurlock, Perkembangan Anak. Penerbit Erlangga, 1978.

[8] N. Irwantoro, Y. Suryana, M. Rohmah, en Nazim, Kompetensi Pedagogik untuk Peningkatan dan Penilaian Kinerja Guru Dalam Rangka Implementasi Kurikulum Nasional. Sidoarjo: Genta Group Production, 2016.

[9] N. Hasanah, "Pengaruh Dukungan dan Penerimaan Orangtua terhadap Efikasi Diri pada Anak Usia Dini.", J. Thufula, vol 1, no 2, bll 309–324, 2019.

[10] D. Suryana, Stimulasi & Aspek Perkembangan Anak. Jakarta: Prenadamedia grup, 2019.