

# The Role of Peer Relationship during COVID -19 Pandemic toward Social Development in The Early Age

Angra Gunitri<sup>1</sup>, Dadan Suryana<sup>2</sup>

<sup>1</sup>Department of Early Childhood Education, Faculty of Education, Universitas Negeri Padang, Indonesia

<sup>2</sup>Department of Early Childhood Education, Faculty of Education, Universitas Negeri Padang, Indonesia

Email: angra.gunitri@yahoo.com

## ABSTRACT

This research is aimed to find out the role of peer relationship during covid-19 pandemic. Data were collected by examining the primary sources of book and journal references related to the research. The analysis was done by connecting the problems of the concept with relevant theories. The result of the research shows that the role of peers during the Covid\_19 pandemic can be done in various ways; through online by using gadget another communication tools which can develop the social development in the early age.

**Keywords:** *The Role; of Peers During; a Pandemic; Early Childhood Social Development*

## 1. INTRODUCTION

During this pandemic, all activities are limited, including teaching and learning at schools. Those activities are temporarily replaced with online and offline learning by utilizing internet. Coronavirus, is an infectious disease that has been infecting people all over the world. The first positive case in Indonesia was detected on 2<sup>nd</sup> March 2020. COVID\_19 is caused by a severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). This incident was began when two people were confirmed infected from a Japanese man. On April 9th, Covid\_19 had already spread to 34 provinces, one of them was DKI Jakarta. West Java and Central Java were the highest percentage of positive case.

At this time, learning is done by utilizing the technology. The use of technology is one of the keys to implement the learning process in human life in the digital era, where the learning process develops very rapidly [1]. A child in the early age is a child whose age range is 0 - 6 years, which is the age of character development. The personality of each child is determined from the child's age and individual who undergoes the process of development rapidly and fundamentally [2]. This is the golden age of children where all potentials develop like religion, moral, physic, language, cognitive, emotion, social and art develop rapidly. It happens because their brains absorb information 80% better than adults [3].

Essentially, humans are social creatures who need association to fulfill their needs. [4] As human beings, in establishing individual relationships one to another, it is

necessary to learn the values, rules, and social norms where they live.

Social - emotional is one of the most important aspects in the social development of child in the early age. in the scope of child development. Suyadi [3] stated that social development is the level of interaction between children and other people, starting with parents, siblings, friends, peer, and society. Meanwhile, emotional social development is "an overflow of feeling"s. [5] revealed that developing social relationships is the basic aspect for preschool children as for them firstly share experience at school and make decision with friends, moreover applying social rules. The early development will determine the next stage. Therefore, pro-social behavior should be developed in the early age which is held in the early childhood education

In the early childhood environment, peers have an important role in optimizing various developmental achievements, including social development. Asher in [6] explained that interactions with peers have various functions; the most visible is related to its function in facilitating the learning process and child development. There are some important skills in social life that a child can learn through their interactions with peers such as skills to initiate and maintain social relationships, one of which includes communication skills. In addition, interaction with peers can also provide context to children so that they can compare themselves with others and provide opportunities to learn from each other in groups (Rubin, in [7]).

There are several positive functions of peers towards the individual of a child, including: 1) through interaction with peers, a child can learn to control aggressive impulses, 2) children get emotional and social encouragement/motivation to be more independent in taking on new roles and responsibilities, 3) children get learning opportunities in improving social skills, speaking skills can be developed through reasoning and learning to express feelings, ideas, and opinions maturely, 4) can strengthen moral adjustments and social values, and 5) can increase self-esteem to be accepted by their peers (Kelly, in [8]).

According to Hurlock [9] social adjustment is “a child's ability to socialize with others in general and groups in particular. Social adjustment is determined by two factors. First is how far a child can play a role accurately according to what is expected. Second, the amount of satisfaction he/she gets.

The maturity of social relationships is known as social development. Self-growth is often referred to the process of adjustment of oneself with group norms, morals, and traditions, merging themselves into one unit and communicating with each other and working. The social maturity of a child will lead them to be more independent and skillful in the social relationship. The social development of a child is affected by the treatment of parents, teachers, headmaster at school in introducing various aspects of life and norms to encourage them in applying the norms in daily life.

Social adjustment according to Hurlock [10] is influenced by several factors, including peers, teachers, and school regulations. Peers are children with same level age. The role of peers in adolescent association becomes very prominent. This is in line with increasing individual interest in friendship as well as participation in group [11].

The term "social development" refers to the process of improving social situations [12]. A child has an ability to develop, to adapt himself to the wider social area. [13] Either teachers, parents, peers, or other people who are close to them with social norms can be observed from some of the characteristics of social development [14]. Social growth is aimed to [15] comment that children's social growth characteristics at the age of 5-6 years have one or two special friends, exploring the clues that are shared by teachers. Concerning to self-interest, easily disappointed, frustrated and self-aware.

Susanto [16] says "factors that influence children's social development are family, social status, self-maturity, intelligence and education. According to Yusuf [17] states that social growth of children can be influenced by

immediate environment. If the environment can provide what the child needs, then social growth will develop well, however if it is otherwise, the development and growth will develop less.

## **2. RESEARCH METHODS**

This research is descriptive qualitative with a literature study research method. Literature study research is carried out from books, journals, articles and e-books [18].

## **3. RESULTS AND DISCUSSION**

Literature study collects and analyzes the data by organizing the written literature from general to particular related to issue carried out in the research.

Based on journals, researcher finds that peer relationship during pandemic in social development in the early age has an important role because by interacting, a child will be able to develop due to the limitations in this pandemic.

According to [19] The role of peers in the process of social development and growth is as a source of a ego support, a physical support, friends, stimulation, social comparison functions and affection. Agreed with Santrock, the role of peers was also stated by [8] which provides opportunities to interact with others, control social behavior, develop age-appropriate skills and interests, and exchange ideas and problems.

Based on research conducted by [20] it is said that the involvement of peers is the process of encouraging the acquisition of language abilities and the ability to speak in which gives positive impacts on the conditions: (1) providing positive encouragement and motivation to the subject to learn in imitating the correct pronunciation (2) increasing self-confidence and self-acceptance in order not to be afraid doing mistakes and encourage to express orally. This is appropriate with a research conducted by [21] which states that the benefits of peer interaction on children's social behavior are the main key in social environment and a child can be accepted, one of the efforts to develop children's social behavior is through interaction with peers.

Based on the findings above, it can be concluded that the role of peers during the Covid\_19 pandemic toward social development in early childhood plays an essential role in the interaction of children with their friends.

One of the most important functions of peer group is to provide an information and comparison about life outside a family [22]. Furthermore, other findings from the research of [23], one of the social environments that has an important role in the development of children is friends

where a process of influencing and being influenced occurred.

According various sources; books and previous articles, it can be concluded that the role of peers is very influential for children's social development in early ages.

Based on the research of (Utami, et. Al, 2018) In interacting in the outside world, children spend a lot of time with friends in various activities. They show symptoms of sharing tasks, competing, fighting, giving sympathy, and helping each other in face-to face difficulties. This is in line with Sutirna[25] states that social development is a "process of acquiring the ability to behave in accordance with desires that originates from within a person and in line with guidance and social hope in society.

Hartup [26] declared the relationship peers, which includes:

- a. Peer-to-peer relationships as the basis for other forms of relationships (e.g relationship with siblings) that is more harmonious. A harmonious peers relationship can create a better relationship of a child with her/his sibling.
- b. Peer relationship as the context in which basic social skills (e.g social communication skills, cooperation skills and group entry skills) is acquired or improved
- c. Peer relationship as cognitive resources for problem solving and knowledge acquisition
- d. Peer relationship as emotional resources

Furthermore, according to Desmita [22], a group of children with an average age of 2-3, interacting with peers usually spends 10% of their time during the day. At the age of 4 years, the portion of time spent interacting with friends increases to about 20% of the time during the day and at the age of 7-11 years, this portion is increasing until it reaches 40%.

#### 4. CONCLUSION AND SUGGESTIONS

Based on the analysis of several theories and the results of previous researchers, it can be concluded that the role of peers during the Covid\_19 pandemic can be done in various ways; through online by using gadget another communication tools which can develop the social development

#### REFERENCES

[1] A. Aslan, "Peran Pola Asuh Orangtua di Era Digital," *J. Stud. Insa.*, vol. 7, no. 1, p. 20, 2019, [Online]. Available: <https://doi.org/10.18592/jsi.v7i1.2269>.

[2] N. Y. Sujiono, *Metode Pengembangan Kognitif Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks, 2009.

[3] Suyadi, *Psikologi Belajar Pendidikan Anak Usia Dini*. Yogyakarta: Pustaka Insan Madani, 2010.

[4] W. A. Gerungan, *Psikologi Sosial Suatu Ringkasan*. Jakarta: PT Eresco, 2004.

[5] Mursid, *Pengembangan Pembelajaran PAUD*. Bandung: Remaja Rosdakarya, 2016.

[6] C. B. Burton, "Children's Peer Relationships," *ERIC Dig. Urbana ERIC Clear. Elem. Early Child. Educ.*, 1986.

[7] K. S. Budd, *Parents as Mediators in the Social Skills Training of Children*. New York: John Wiley & Sons, 1985.

[8] Yusuf, *Psikologi Perkembangan Anak dan Remaja*. Bandung: Rosdakarya, 2010.

[9] Hurlock, *Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan. Edisi Kelima (terjemahan oleh Achmad Chusairi)*, 5th ed. Jakarta: Erlangga, 2002.

[10] Hurlock, *Developmental Psychology*. Jakarta: Erlangga, 2004.

[11] Santrock, *Adolescence. Perkembangan Remaja (Edisi keenam)*, 6th ed. Jakarta: Erlangga, 2007.

[12] Soetjningsih, *Perkembangan Anak dan Remaja*. Jakarta: Sagung Seto, 2012.

[13] A. Susanto, *Perkembangan Anak Usia Dini*. Jakarta: Kencana Pranada Media Group, 2011.

[14] A. Susanto, *Perkembangan Anak Usia Dini: Pengantar dalam Berbagai Aspeknya*. Jakarta: Kencana Pranada Media Group, 2012.

[15] K. E. Allen and L. R. M., *Profil Perkembangan Anak*. Jakarta: PT Indeks, 2010.

[16] A. Susanto, *Pendidikan Anak Usia Dini (Konsep dan Teori)*. Jakarta: Bumi Aksara, 2017.

[17] S. Yusuf, *Psikologi Perkembangan Anak & Remaja*. Bandung: Remaja Rosdakarya, 2007.

[18] S. Setiawan, *Literature Study, Teacher Education, Indonesia*. 2017.

[19] Santrock, *Masa Perkembangan Anak Jilid 1*. Jakarta: Salemba Humanika, 2011.

[20] D. D. Jayanti, "Peran Teman Sebaya dalam Mengembangkan Kemampuan Berbahasa dan Berbicara Anak Usia Dini di Sekolah Inklusi," *Aciece J. Univ. Islam*

Lamongan, 2019, [Online]. Available: <http://conference.uin-suka.ac.id/index.php/aciece/article/view/114>.

[21] N. Farida and D. A. Friani, "Manfaat Interaksi Teman Sebaya terhadap Perilaku Sosial Anak Usia Dini di RA Muslimat NU 007 Gandu 1 Mlarak Kabupaten Ponorogo Provinsi Jawa Timur," *J. Sos. J. Penelit. Ilmu-Ilmu Sos.*, vol. 19, no. 2, pp. 169–175, 2019.

[22] Desmita, *Psikologi Perkembangan*. Bandung: PT Remaja Rosdakarya, 2007.

[23] Regina, H. Sutrisno, and Muntaha, "Hubungan Interaksi Sosial Teman Sebaya dengan Perilaku Sosial Anak di Pendidikan Anak Usia Dini Sentosa Pontianak

Kota," Universitas Muhammadiyah Pontianak, 2016.

[24] D. T. Utami and dkk., "Pengaruh Lingkungan Teman Sebaya terhadap Perilaku Sosial Anak Usia 5-6 Tahun di TK Humairoh Desa Kubang Jaya Kecamatan Siak Hulu Kabupaten Kampar," *Gener. Emas*, vol. 1, no. 1, p. 39, 2018, [Online]. Available: [https://doi.org/10.25299/ge.2018.vol1\(1\).2258](https://doi.org/10.25299/ge.2018.vol1(1).2258).

[25] Sutirna, *Perkembangan dan Pertumbuhan Peserta Didik*. Yogyakarta: Andi Offset, 2013.

[26] W. W. Hartup, "Having Friends, Making Friends, and Keeping Friends," *ERIC Clear. Elem. Early Child. Educ. Urbana IL.*, pp. 1–5, 1992.