

Changes in Early Childhood Social Behavior During The Covid 19 Pandemic

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ABSTRACT

Social behavior is voluntary behavior that benefits others including actions such as calming someone down, helping, and sharing. From an early age, social behavior skills need to be developed in early childhood as a foundation for the ability to interact with the wider environment. However, some changes in social behavior occurred in early childhood during the COVID-19 pandemic. We conducted content analysis to assess changes in early childhood social behavior during the Covid-19 pandemic. All articles found in sciencedirect (n = 13,743) and scholar (n = 165000) from 2020 to July 2021 were reviewed to identify conceptual and empirical changes that focus on changes in social behavior in early childhood. A total of 40 articles were identified and examined for themes. The results of the content analysis found that changes in early childhood social behavior occurred during this pandemic. We propose the involvement of parents, families, teachers and counselors in dealing with changes in social behavior that occur in children, this can also help early childhood in determining positive interactions with themselves in order to achieve better efficiency. We also propose that educational institutions need to provide skills to prospective teachers that can be practiced in the field so as to answer the challenges that exist during the pandemic, including lack of understanding and technological difficulties. The limitations and future directions are discussed further.

Keywords: Changes in Social Behavior, Early Childhood, COVID-19, Content Analysis

1. INTRODUCTION

The COVID-19 pandemic has an effect on a person's psychology, namely crisis, uncertainty, and loss of control [1], [2]. Another impact is causing various problems in children, especially in developing the potential for social behavior. In early childhood, children experience a golden age, which is where children begin to be sensitive and sensitive to receive stimuli [3]. A child is raised to exhibit behavior as expected by society depending on social development. In children's social development, the early years are their future social basis for social behavior [4]. Children already have social behavior skills such as getting along with other people, working together, sharing, courtesy, solidarity and the ability to manage emotions well [5]. However, with the pandemic that requires children to stay at home, it results in physical limitations, which will result in children's not being optimal in developing their social behavior. Social behavior can be defined as any modality of communication and interaction between two human specifications [6]. Social behavior is how

children interact with peers, adults and the wider community in order to adapt well [7]. Social behavior is a relatively fixed behavior shown by individuals in interacting with others. Based on the empirical results conducted by previous researchers, it can be concluded that social behavior is an interaction through communication made by individuals with other individuals, be it friends, parents, in order to adapt well. Social behavior is the foundation for the development of children's behavior in interacting with the wider environment [8]. In interacting with other people, children are not only required to be able to interact well with other people, but it is also related to how they are able to control themselves well.

Early childhood is a sensitive period or sensitive period, which is a period where certain functions need to be stimulated, directed so that their development is not hampered [9]–[11]. Development can be interpreted as a process of change that occurs within the individual concerning physical or psychological aspects towards the level of maturity through self-actualization or the achievement of innate abilities that give rise to various

changes in children's behavior, social attitudes, and cultural attitudes [12]–[14]. Sensitive periods include sensitivity to the environment, sensitivity to walking, sensitivity to small objects, and sensitivity to social aspects of life including social behavior [9], [10], [15]–[17]. Children are unique individuals and experience rapid development in every aspect of development that will lead to changes in developmental aspects [18]. The development of children's social behavior is characterized by an interest in the activities of friends and increases a strong desire to be accepted as a member of a group, and is not satisfied when not with friends [19]. The process of social development in early childhood can be fulfilled through, listening, observing, imitating and being able to stimulate must go through modeling [20], [21]. At an early age, children have a strong desire to be recognized by their peers, which requires a number of social skills that they need to have. Early childhood begins to appear at the age of 2-6 years at this stage the child begins to be seen from the development of behavior, where the child begins to show a competitive attitude, can cooperate, want to share and begins to show familiar behavior [21], because basically early childhood has a strong desire to be accepted by the group [22], [23]. The child is no longer satisfied playing alone at home or with siblings or doing activities with family members the child wants to be with his friends and will feel lonely and dissatisfied if he is not with his friends.

Early childhood or commonly referred to as preschool is a period in which social behavior has increased rapidly due to the increase in social experiences gained by children. [24]. Children will tend to keep trying to be joined and by their peer group. However, not all children are able to show social behavior as expected, and not all children are able to interact with the group well. There are children who show an attitude of wanting to win themselves, being rebellious, not wanting to share with other friends, quick to anger, aggression, selfishness and so on. [2], [25]–[27]. However, several literature reviews have been conducted to systematically explore this topic, especially with a focus on changing social behavior during the COVID-19 pandemic. This objective research using article data to explore changes in children's social behavior during the pandemic is still rare. Therefore, this study aims to understand the main themes and their changes over time in children's social behavior during the COVID-19 period and in articles through content analysis so as to invite more discussion about the changes in children's social behavior caused by the pandemic. Therefore, this article will answer the following research questions: Question 1: What research has been done on social behavior change? •Question 2: What benefits do children get if they have positive social behavior? •Question 3: What are the challenges of educators in dealing with changes in early childhood social behavior during the pandemic? In order to answer these questions and enable achieving the research objectives, we will collect and summarize related articles, and provide an in-depth analysis of the literature. More specifically, this article applies a content analysis-based literature review methodology to support this

analysis of the articles compiled, as follows. We first introduce a literature review to provide some background information on the key concepts followed by our research methodology. We then presented and discussed the findings and, finally, concluded and discussed future research directions.

2. RESEARCH METHOD

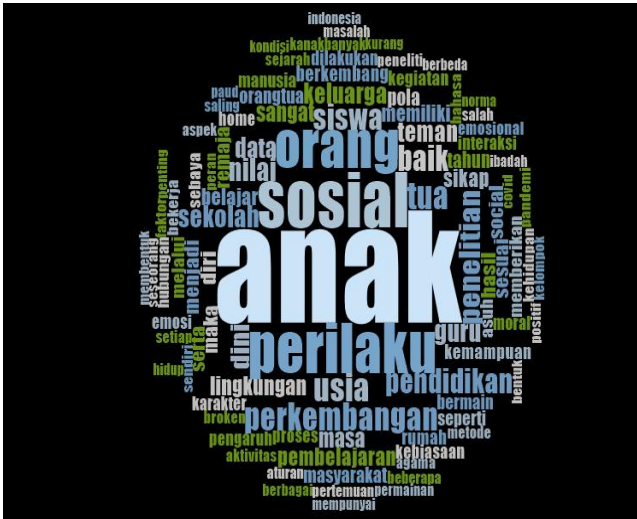
This research is a qualitative research with content analysis to answer research questions. There are several review articles on changes in early childhood social behavior [22], [26], [28]–[30]; however, none of them have a particular focus on changing social behavior with a focus during the COVID-19 pandemic. This article provides the basis for this research. The criteria sought are as follows: Changes in Social Behavior, Child's Social Behavior; 'COVID-19' or 'coronavirus';. Articles collected from sciencedirect (n = 13743) and scholar (n = 165000) from 2020 to July 2021 were reviewed to identify conceptual and empirical changes that focus on changes in social behavior in early childhood. Excluding newspaper articles unrelated to COVID-19. Data analysis used the QSR Nvivo 12 Application to analyze the central theme in the study.

3. RESULT AND DISCUSSION

Based on the results of the Word Frequency Query analysis conducted on articles to scholar to search for the word "perilaku sosial" the following results were found.

Tabel 1. Summary Word Frequency Query Result "Perilaku sosial"

Word	Length	Count	Weighted Percentage (%)
Anak	4	1852	4,89
Sosial	6	834	2,2
Perilaku	8	741	1,96
Orang	5	690	1,82
Usia	4	366	0,97
Perkembangan	12	356	0,94
Siswa	5	326	0,86
Baik	4	320	0,84
Pendidikan	10	297	0,78



Picture 1. Word Cloud Word Frequency Query “Perilaku Sosial”

The results of the Word Frequency Query that appear in Table 1. and Figure 1. show that the previous article that discussed the social behavior of children this age will not be far from social, behavior, development, environment, parents, education which will have an impact on social behavior raised by children [3], [18]–[20], [25], [26], [31]–[42]. We analyze these results to what extent the changes that occurred in early childhood social behavior that emerged and focused on the COVID-19 pandemic.

3.1. Behavior Changes During the COVID-19 Pandemic

The results of the analysis first confirmed how the social behavior of early childhood changed during the COVID-19 pandemic. Search results on the internet using the word “perubahan perilaku sosial” on google scholars and analyzed with Word Frequency Query can be seen as follows.

Tabel 2. Summary Word Frequency Query Result “Perubahan Perilaku Sosial”

Word	Length	Count	Weighted Percentage (%)
Anak	4	193	10,25
Sosial	6	167	8,87
Perubahan	9	43	2,28
Perkembangan	12	39	2,07
Emosional	9	25	1,33
Penelitian	10	25	1,33
Pendidikan	10	20	1,06
Dampak	6	16	0,85
Remaja	6	16	0,85
Ilmu	4	14	0,74
Pandemi	7	14	0,74

Covid	5	13	0,69
Gadget	6	12	0,64
Keluarga	8	10	0,53
Media	5	10	0,53
Orang tua	8	8	0,42



Picture 2. Word Cloud Word Frequency Query Result “Perubahan Perilaku Sosial”.

The results of the Word Frequency Query that appear in Table 2. and Figure 2. show that the previous discussion on the internet regarding changes in social behavior during the pandemic discussed more about children, social, change, development, emotional, research, education, impact, youth, science, pandemic, covid, gadgets, family, media, parents. These findings form the basis of the analysis carried out to see changes in social behavior that occur in early childhood.

According to previous studies on early childhood social behavior [13], [20], [44], [46], [47], social behavior as one of the five critical noncognitive factors that predict success outside of school, the more social behaviors used, the better the learning outcomes, because social behavior supports social media learning. One aspect that is highly highlighted during this pandemic is the social aspect of early childhood. Social behavior skills are needed by early childhood because when children have good social behavior, children will easily adapt to new environments [30]. Preschoolers tend to want to express their emotions freely and openly, so that emotions can affect the child's personality and adjustment to the social environment [48], [49]. Basically, every individual is a social being who always interacts with other individuals in the environment they live in [50], children love to play, move, sing and dance, either alone or in groups. Play is an activity for fun that occurs naturally. Children do not feel forced to play, but they will get fun, enjoyment, information, knowledge, imagination, and social motivation [51].

3.2. Benefits of Children Having Positive Social Behavior

Children are the next generation of the nation that must be prepared from an early age [38], [58], [59]. The family has the main task for the education of children, namely as a basic reference regarding religious education, cultural values, and moral values as capital in socializing in the community [45], [56]. Educating children at an early age will be easier than educating children when they are adults [38]. This is because an early age is a golden age for children whose development must be optimized. The development of children's social behavior is the key in the social life of the community. Children who have good social behavior development will easily interact with other people so that children can be accepted in the environment. The development of social behavior in early childhood can be directed at cooperation, mutual help, sharing, sympathy, empathy, and mutual need for one another. This social behavior can be developed through playing activities with peers. In the social development of children, peers have a very important role in it. Children will be able to create their own atmosphere to socialize and interact with their friends. With peers, children socialize and establish intimacy, so they can improve relationships with friends, and children get a sense of togetherness. Children join peer groups because they think being a member of the group will be fun and interesting. It can also fulfill their need for close relationships and togetherness. The intensity of children's togetherness when playing together at school creates an atmosphere of intimacy between them. They tell each other about their world so that there is an active interaction. In addition to playing together, they also form groups to complete the tasks given by the teacher at school. If the child does not interact with others, the child will be alone and that is very unpleasant. If they seek close relationships with classmates or care about the well-being of other friends, they will be enthusiastically involved in activities at school, both socially and in receiving subject matter.

From the various efforts that have been made by the teacher, it turns out to be able to have a positive impact. The child has begun to be able to get along and interact with his friends and with teachers at school. Based on this, it can be seen that peer interaction is able to provide positive social behavior benefits for children. By interacting with peers, children can learn to respect each other, have an attitude of responsibility, learn to work together, share and care about the condition of other friends. They learn to empathize and begin to learn to help friends in need..

3.3. The challenges of Educators in Dealing with Changes in Early Childhood Social Behavior During the Pandemic

The coronavirus (COVID-19) pandemic, an event that is happening all over the world since the beginning of 2020 and is still ongoing [26][43][60][53]. Educators

are required to be able to design learning using suitable media that is wider for depth [43]. Based on the results of the problems that are searched for articles in scholar using the word “pembelajaran selama pandemi” also analyzed through Word Frequency Query can be seen as follows.

Tabel 3. Summary Word Frequency Query “Pembelajaran Selama Pandemi”

Word	Length	Count	Weighted Percentage (%)
Anak	4	1084	6,42
Belajar	7	265	1,57
Pendidikan	10	198	1,17
Sosial	6	178	1,05
Pendidik	8	168	1
Perkembangan	12	147	0,87
Proses	6	123	0,73
Strategi	8	116	0,69
Teman	5	111	0,66
Guru	4	105	0,62
Perilaku	8	103	0,61
Keluarga	8	99	0,59
Penelitian	10	98	0,58
Metode	6	92	0,55



Picture 3. Word Cloud Word Frequency Query “Pembelajaran Selama Pandemi”

The results of the Word Frequency Query that appear in Table 3. and Figure 3. show that the previous articles that discussed children's learning during a pandemic owned by children this age will not be far from children, learning, education, social, educator, development, process, friends, teacher, behavior, family, method [13], [19], [32], [38], [43]–[45]. These results are analyzed in this article based on changes in learning that occur in social behavior, especially early childhood. Nowadays learning is done online, online learning has an impact on children's emotional social behavior such as children being less cooperative because children rarely play together, lack of tolerance, lack of socializing with friends, limited learning at home, children's emotions

sometimes feeling bored and sad, children feeling miss friends and teachers and children are also recorded as experiencing verbal violence due to the usual learning process [44]. Because children rarely interact with their friends, causing children to display less cooperative behavior and show less tolerance. His emotional condition also shows that students feel bored and sad because they miss their friends and teachers. It is not uncommon for children to experience verbal violence from their parents because of the learning process at home [26], [32], [44].

However, online learning can be useful, namely building communication, being accompanied by children by parents, being able to interact more easily with children and parents [43]. Social behavior develops through interaction with the social environment, both the family, school, and community environment [61]. children learn about ways to adapt to other people. Like in the family environment, it is because the environment is the first that the child will know. It is in this environment that the ability to interact is obtained by children through opportunities or experiences associating with people in their environment, whether parents, siblings, peers or other adults. Children's development is greatly influenced by the process of parental treatment or guidance for children in recognizing various aspects of social life, or the norms of social life [62], [63][64].

Educators must be able to choose and limit the scope of material and learning methods that are suitable for learning applications. Students study from home and teacher prepares distance learning method [52]. Problems that arise during the implementation of online learning certainly pose challenges to teachers, because this learning model requires teacher creativity and skills in using technology [20], [53], [54]. The problem is when the many tasks given by the teacher make many students feel stressed in undergoing online learning [55]. Effective communication in learning is the process of converting information into knowledge from educators so that children are able to understand the meaning of the message in accordance with the intended purpose [43]. Understanding science in depth and causing behavior change for the better, educators are responsible for providing effective learning for children [43], [56]–[58]

4. CONCLUSION

This study found changes in social behavior that appeared in early childhood during the COVID-19 pandemic. Articles were collected from sciencedirect (n= 13,743) and scholar (n= 165000) from 2020 to July 2021. The results of this research question were that children's social behavior during the pandemic was found to change in communication patterns raised by early childhood who were less cooperative because children rarely play together, lack of tolerance, lack of socializing with friends, limited learning at home, children's emotions sometimes feel bored and sad. Our findings suggest the involvement of parents, families, teachers and counselors in dealing with changes in social

behavior that occur in children, this can also help early childhood in determining positive interactions with themselves in order to achieve better efficiency. We also propose that educational institutions need to provide skills to prospective teachers that can be practiced in the field so as to answer the challenges that exist during the pandemic, including increasing understanding and technological difficulties for teachers because educators are responsible for providing effective learning for children.

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