The Impact of Online and Offline Learning on Social Development of Early Childhood in The Covid-19 Pandemic

Vina Ovionita[1]✉ & Saridewi[2]

[1]✉Universitas Negeri Padang, vinaovionita1@gmail.com, Orcid ID: 0000-0003-0781-8051

[2] Universitas Negeri Padang, saridewi@fip.unp.ac.id, Orcid ID: 0000-0003-4054-8882

Article Info	Abstract
History of Article Received: 16 September 2021 Revised: 28 March 2022 Published: 28 April 2022	In the Covid-19 pandemic, children's social skills are underdeveloped. It happens because the learning system requires children no longer to interact with peers. Thus, they tend to play alone by using a cellphone and not looking for friends to play with and learn together. For this reason, this study aimed to determine the impact of online and offline learning on the social development of early childhood during the Covid-19 pandemic at the Pembina Lengayang State Kindergarten. This type of research used descriptive quantitative methods. The sampling technique used was the cluster sampling technique, namely the area sampling technique for determining the sample if the area to be studied was very large. Data were collected using observation, interviews, and documentation and analyzed using descriptive statistics with the help of SPSS for Windows 23. Based on the frequency test results through SPSS 23, out of 15 children, 14 children were classified as not good (93.3%), and one child was classified as good (6.7%). Meanwhile, the offline learning results revealed that out of 15 children, 100% of children were in the classification as not good social development. Then, there was no significant difference between the children's social development results through online and offline learning in the significance test. From the t-test or hypothesis testing results, it was found that the value of sig 2-tailed on children's social development both online and offline was < 0.05. It indicates that H_{a1} and H_{a2} were accepted. In other words, there was an impact of online and offline learning on the social development of children at the Pembina Lengayang State Kindergarten.
Keywords:	Online Learning, Offline Learning, Early Childhood, Social Development
How to cite:	Ovionita, V., & Saridewi, S. (2022). The impact of online and offline learning on social development of early childhood in the covid-19 pandemic. *EduBasic Journal: Jurnal Pendidikan Dasar, 4*(1), 23-30.

Info Artikel	**Abstrak**
Riwayat Artikel Diterima: 16 September 2021 Direvisi: 28 Maret 2022 Diterbitkan: 28 April 2022	Saat pandemi Covid-19, kemampuan social anak kurang berkembang. Hal ini terjadi karena sistim pembelajaran yang mengharuskan anak tidak dapat lagi untuk berinteraksi dengan teman sebaya. Sehingga membuat anak cenderung bermain sendiri saja dengan menggunakan handphone, dan tidak mau mencari teman untuk bermain dan belajar bersama. Penelitian ini bertujuan untuk mengetahui bagaimana dampak pembelajaran daring dan luring terhadap perkembangan sosial anak usia dini di masa pandemi Covid-19 di TK Negeri Pembina Lengayang. Jenis penelitian ini menggunakan metode kuantitatif deskriptif. Teknik pengambilan sampel menggunakan teknik *cluster sampling*, yaitu teknik *area sampling* penentuan sampel apabila daerah yang akan diteliti sangat luas. Pengambilan data menggunakan observasi, wawancara dan dokumentasi dan dianalisis menggunakan statistik deskriptif dengan bantuan *SPSS for Windows 23*. Berdasarkan hasil uji frekuensi melalui SPSS 23, bahwa dari 15 anak 14 anak termasuk klasifikasi kurang baik (93,3) dan 1 anak dengan klasifikasi baik (6,7%) dan hasil pembelajaran secara luring dari 15 orang anak 100% anak berada pada klasifikasi perkembangan sosial yang kurang baik. Kemudian pada uji signifikansi tidak terdapat perbedaan yang signifikan antara hasil perkembangan sosial anak melalui belajar daring dengan luring. Dan dari hasil uji t atau uji hipotesis didapatkan hasil bahwa nilai sig. 2-tailed pada perkembangan sosial anak baik secara daring maupun luring nilai sig 2-tailed 0,05 artinya H_{a1} and H_{a2} diterima, artinya terdapat dampak pembelajaran secara daring dan luring terhadap perkembangan sosial anak di TK Negeri Pembina Lengayang.
Kata Kunci:	
Cara Mensitasi:	Ovionita, V., & Saridewi, S. (2022). The impact of online and offline learning on social development of early childhood in the covid-19 pandemic. *EduBasic Journal: Jurnal Pendidikan Dasar, 4*(1), 23-30.

INTRODUCTION

Early childhood is a child who is at preschool age with unique characteristics. At that time, early childhood is in a critical situation that requires stimulation to achieve growth and development. Early childhood development includes religious values, moral, cognitive, social-emotional, language, physical motoric, and art that develop simultaneously according to the child's developmental age stage.

On the other hand, social development is a person's ability to behave in interactions with the social environment of society (Hurlock in Hijriati, 2019). Children's social development begins from birth, in other words, through the interaction between the individual child and the people around him. Children's social behavior starts to develop after birth, ages 1-3 months, 6 months, 9 months to 1 year, 1.5-2 years, 2-2.5 years, and 3-5 years (Hasnida in Umayah, 2017).

Social development is also the achievement of maturity in social relations, which is to adapt to the norms prevailing in the learning process in environment to be accepted by the environment (Susanto in Damayanti et al., 2019). In early childhood, social development is beneficial for him in the form of fostering a friendly attitude, respecting the differences of opinion of his friends, being able to be patient when waiting for his turn, being able to resolve conflicts together, and being able to behave according to the rules (Sujiono in Veronica, 2018).

In the social aspect of early childhood, several factors influence its development, namely family, maturity, socioeconomic status, education, and mental capacity (Susanto in Nofrika & Eliza, 2017). Meanwhile, Hurlock divided the factors influencing the social development of children into three: (a) the family environment, (b) the environment outside the home, and (c) the influence of children's social experiences (Mayar, 2013). Related to this, an environment is a place where there is a relationship between individuals, so it is called the process of socialization. Thus, the ability to socialize is one aspect of child development that must be developed, where social skills are aimed at accepting children in social situations.

However, the current COVID-19 pandemic has resulted in changes in carrying out learning activities, which could usually run directly, but changed to learning implemented at home through technology media connected to a network connection. *Luring* is referred to as outside the network, which means a substitute for the word 'offline.' Meanwhile, *Daring* is also referred to in the network as a substitute for the word 'online' (Mulyana, 2020). During the current COVID-19 pandemic, offline and online are forms of the current learning process. Online learning can also be a solution to the implementation of learning during this pandemic (Prawiyogi et al., 2020 in Handayani et al., 2021).

The existence of learning that is different from usual, namely online and offline learning, requires all parties, from teachers and students and parents and students, to work together. The cooperation carried out is like a teacher as an activity planner and assessor of learning outcomes, while parents are mentors for children at home to monitor the learning process (Harahap et al., 2021). Every child has potential in the cognitive, social, and motoric domains. Therefore, good cooperation between teachers at school and parents at home is necessary to optimize children's cognitive, social, and motoric development (Khoiruzzadi et al., 2020 in Srihartini & Lestari, 2021).

The previous research results by Wulandari & Purwanta on the achievement of early childhood social development during online learning during the COVID-19 pandemic showed that online learning had an impact on children's developmental achievements, which experienced a decline because they did not do direct or face-to-face learning (Wulandari & Purwanta, 2020). Optimizing learning during a pandemic can be achieved when there is a positive collaboration between teachers, students, and parents (Afif & Qowwim, 2021).

In conclusion, the implementation of online-based learning during the COVID-19 pandemic will affect the achievement of aspects of early childhood development, where usually school teachers could assess aspects of child development as a whole, but there are limitations between teachers and children during the COVID-19 pandemic in fulfilling optimal learning process. Therefore, this

research can focus on describing the impact of online and offline learning on children's social development during the COVID-19 period at the Pembina Lengayang State Kindergarten.

METHODS

This research method used quantitative descriptive research. The research sample was one class, namely B5, with 15 children in Pembina Lengayang State Kindergarten. This study's data collection techniques employed observation, interviews, and documentation, while data collection techniques were carried out using cluster sampling (area sampling) techniques. The data analysis technique in quantitative research utilized statistics with the help of the SPSS 23 application. This study used two kinds of statistics: descriptive statistics and inferential statistics (Wilcoxon test and t-test), using the Likert scale measurement.

The data obtained came from the observation results associated with the researchers in the form of the assessment results of children's social development. It consisted of four statement items, with the type of instrument using a Likert scale in the form of a checklist. Meanwhile, the hypotheses formulation is as follows:

H_{a1}: Online learning has an impact on children's social development.
H_{o1}: Online learning has no impact on children's language development.
H_{a2}: Offline learning has an impact on children's social development.
H_{o2}: Offline learning has no impact on children's social development.

Thus, to answer the research hypotheses, it was necessary to determine the significance of the data. If sig < 0.05, H_a was accepted, and vice versa, if sig > 0.05, H_a was rejected.

The level categorization for the concept of children's social development is:
X min = 4 x 1 = 4
X max = 4 x 5 = 20
Wide distribution distance = Xmax - Xmin
$$= 20 - 4 = 16$$
(Standard deviation) $\sigma = \frac{16}{6} = 2.66$
(Theoretical mean) μ (Sd) = 4 x 3= 12

$$Zmin = \frac{Xmin - Sd}{\sigma} = \frac{4-12}{2.66} = -3$$

$$Zmax = \frac{Xmax - Sd}{\sigma} = \frac{16-12}{2.66} = 1.5$$

Based on the values of Zmax and Zmin, the values obtained are:
Pmax = Zmax (distribution table) = 1.5 = 0.4332
Pmin = Zmin (distribution table) = -3 = 0.00135
Thus, what was used for categorization was the Pmax value of 0.4332.

Table 1. Categorization of Levels of Children's Social Development through Online and Offline Learning

Category	Evaluation	Classification
X < (μ- (p*σ))	X <11	Not good
(μ – (p * σ)) ≤ X < (μ + (p * σ))	11 ≤ X <14	Good
(μ + (p * σ)) > X	14> X	Very good

RESULTS AND DISCUSSION
Data Results of Online Learning

Table 2. Data Frequency of Online Assessment Survey

Child Number	Qualification	Total	Rating Code
1	Not good	9	1
2	Not good	5	1
3	Not good	5	1
4	Not good	5	1
5	Not good	5	1
6	Not good	5	1
7	Not good	5	1
8	Not good	10	1
9	Good	11	2
10	Not good	5	1
11	Not good	5	1
12	Not good	10	1
13	Not good	5	1
14	Not good	9	1
15	Not good	5	1

Description:
1 = Not good
2 = Good
3 = Very good

The data inputted into the SPSS application were searched for frequency. Thus, the output data are as follows:

Table 3. Children's Online Social Development Category

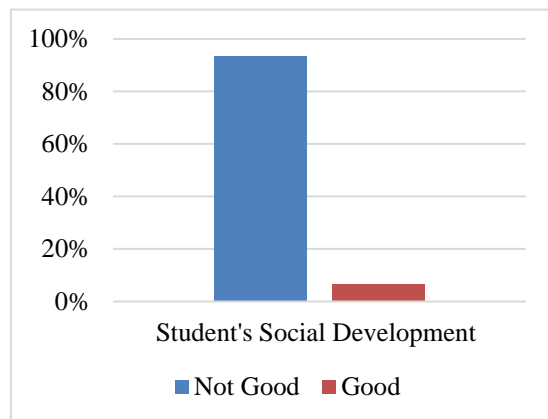|	Freq	%	Valid Percentage	Cumulative Percentage
Not good	14	93.3	93.3	93.3
Good	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Figure 1. Children's Social Development Based on Online Learning

Based on the table above, it can be seen that of the 15 children, 14 children were classified as not good (93.3%), and one child was classified as good (6.7%), as can be seen in the histogram graph above.

Data Results of Offline Learning

Table 4. Data Frequency of Offline Assessment Survey

Child Number	Qualification	Total	Rating Code
1	Not good	5	1
2	Not good	5	1
3	Not good	5	1
4	Not good	5	1
5	Not good	10	1
6	Not good	10	1
7	Not good	10	1
8	Not good	5	1
9	Not good	10	1
10	Not good	10	1
11	Not good	10	1
12	Not good	10	1
13	Not good	5	1
14	Not good	5	1
15	Not good	5	1

Description:
1 = Not good
2 = Good
3 = Very good

The data inputted into the SPSS application were searched for frequency. Hence, the output data are as follows:

Table 5. Children's Offline Social Development Category

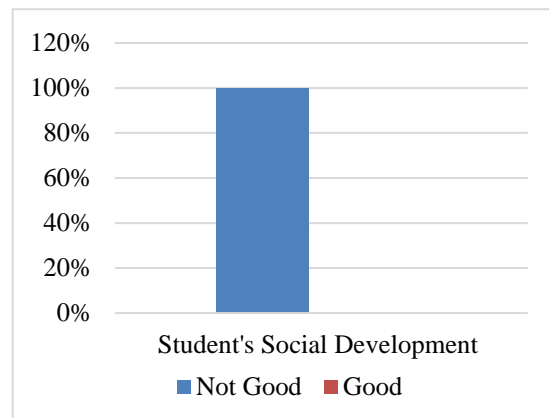|	Freq	%	Valid Percentage	Cumulative Percentage
Not good	15	100.0	100.0	100.0
Total	15	100.0	100.0	

Figure 2. Children's Social Development Based on Offline Learning

The data analysis results that the researchers collected were then analyzed with SPSS for Windows 23, with still the same results. There was no significant difference in the social development of children learning online by learning offline. It can be seen from the sig. test results in the Wilcoxon test with SPSS 23, where the sig (2-tailed) value was $0.221 > 0.05$. It was carried out the Wilcoxon test because the data came from less than 50 children.

Then, to see whether there was an effect of online and offline learning on the social development of children in Pembina Lengayang State Kindergarten, a t-test was carried out, with an independent sample t-test, and the output results were sig 2-tailed of >

0.05. It was concluded that there was no significant difference in children's social development through online and offline learning.

Based on the research results above, it can be seen that online and offline learning had a 2-tailed sig value < 0.05. It means that online learning affected the social development of children in class B5, Pembina Lengayang State Kindergarten, and offline learning also affected the social development of children in class B5, Pembina Lengayang State Kindergarten. It denotes that H_{a1} and H_{a2} were accepted.

Interview Result Data

Not only statistical data but the results of this study were also corroborated by the open interview results conducted by researchers with several respondents, such as teachers, school principals, and parents of children. Based on the data collection results through interviews, the researchers found that the process of implementing social development activities through online and offline learning during this pandemic period was less suitable and less effective for early childhood because many obstacles or problems came from parents, children, and teachers. As stated by the parents when the researchers conducted the interview:

"Hambatan dari orang tua ya itu kadang pagi dia harusnya belajar tetapi saya harus masak terus melakukan pekerjaan rumah, jadi harus diselesaikan dulu pekerjaan rumah dan mengasuh adeknya juga. Yang menjadi kendala itu adalah waktu untuk mengajari dan membimbing anak itu sendiri karena anak TK kan harus diperhatikan dalam belajar tidak bisa sendiri dan terlebih sekarang daring tidak mungkin saya kasih HP ke anak saya secara langsung, nanti yang dibuat malah main di HP saya. (Wawancara 1)".

["The obstacle from parents is that sometimes, in the morning, the child has to be accompanied to study, but I have to cook and do housework, so I have to finish the housework first and take care of younger siblings. The obstacle is the time to teach and guide the children themselves because kindergarten children must be given attention in learning and cannot be alone. Even more, now that it is online, I cannot give my cell phone to my child directly. Later, he can play games on my cellphone. (Interview 1)".]

"Untuk meningkatkan sosial anak juga sangat susah, karena kalau di sekolah biasanya anak dibiasakan untuk bekerjasama dengan teman-temannya, dan anak akan bersosialisasi dengan teman-teman dan orang-orang baru, sedangkan di rumah anak hanya belajar sendiri dengan dampingan orang tua saja. (Wawancara 2)".

["Improving children's social skills is also very difficult because children are usually accustomed to working with their friends, and children will socialize with new friends and people at school. Meanwhile, at home, children only study independently with the assistance of their parents. (Interview 2)."]

"Setiap pembelajaran baik itu pembelajaran tatap muka ataupun daring dan luring memiliki problema berbeda-beda. Faktor pendukungnya yaitu jika kuota wali murid memadai maka pembelajaran daring akan terlaksana dan wali murid mengirimkan tugas anaknya dan alhamdulillah wali murid kelas B.5 menggunakan HP sehingga saya tidak kesusahan dalam berkomunikasi. Faktor penghambatnya yaitu orang tua tidak mampu membeli kuota terus menerus karena tidak semua anak berasal dari keluarga berada, dan selain itu faktor penghambat lainnya yaitu, tidak semua wali murid sabar menghadapi anak belajar di rumah, banyak wali murid mengeluh untuk mendampingi anak belajar karena faktor pekerjaan sehingga banyak anak yang tidak menyetorkan tugasnya ke grup wa, kegiatan yang serba online menjadikan tugas-tugas berupa foto dan video terkadang video dikirim tidak full karena keterbatasan ukuran video saat mengirim ke grub wa dan banyak foto yang dikirim tidak jelas atau buram sehingga saya susah memberi penilaian, guru tidak bisa memantau secara langsung dan komunikasi terbatas hanya lewat HP saja. (Wawancara 3)".

["Every learning, whether face-to-face learning or online and offline, has different problems. The supporting factor is that online learning will occur if the parental quota is adequate and the teacher will send the assignments. Thank God the B.5 class teacher uses cell phones, so I do not have trouble communicating. The inhibiting factor is that parents cannot afford to buy quotas continuously because not all children come from well-off families. In addition, another inhibiting factor is that not all parents are patient with their children studying at home. Many parents complain about accompanying their children to study because of work factors, so many do not submit their assignments to the WA group. Activities that are all online make assignments in the form of photos and videos, and sometimes, the videos are not sent in full due to the limited video

size when sending to the WA group, and many photos sent are not clear or blurry, so it is hard for me to give an assessment. Teachers cannot monitor directly, and the only communication is limited to cell phones. (Interview 3)".]

Discussion

Director of Prevention and Control of Mental Health and Drug Problems Minister of Health, stated that the social-emotional impact on children from online and offline learning is quite worrying, including that children feel bored because they are always at home; the children long to meet their friends and teachers; children are also recorded as experiencing verbal violence due to the usual learning process (Antara & Prima, 2020). Without accompanying teachers and class friends who usually become study friends, children will be less motivated and enthusiastic about learning (Fatah, 2020 in Srihartini & Lestari, 2021).

Broadly speaking, the results of this study are not much different from the social-emotional problems in online learning described above. Specifically, social-emotional problems include children being less cooperative because children rarely play together, lack of tolerance, lack of socializing with friends, and limited learning. Online learning will provide affective learning, such as multiple interrelated feedback exercises, if it combines collaborative activities with independent learning, personalized learning based on the child's needs, and stimulation or games (Santika, 2020 in Hardiyanti et al., 2021).

This research aligns with Hurlock (in Susanto, 2012), who classified patterns of social behavior in early childhood into behavioral patterns as follows: (a) imitating, in which children imitate the attitudes and behavior of people they admire; (b) competition, namely the desire to outperform and beat others; (c) cooperation, starting at the age of three children playing together and cooperatively; (d) sympathy, being able to, and helping others; (e) empathy, sensitive to the feelings of others; (f) social support, where children can receive social support from their peers; (g) sharing, where the child knows one way to obtain social approval by sharing his property; (h) familiar behavior, namely the

child gives a sense of affection to the teacher and friends; (i) accepting ideas and obeying the rules in social society.

Based on the research results carried out by researchers at the Pembina Lengayang State Kindergarten and a theory from the Minister of Health (Kusuma & Sutapa, 2021), online and offline learning did have a social impact on children today, with the causative factor being the COVID-19 pandemic. From the various observations and interviews that the researchers conducted, it can be concluded that online learning at the Pembina Lengayang State Kindergarten impacted the social development of children, especially in social development, cooperation or mutual help, and discipline aspects. It could be seen in the assessment results of children's social development and the data analysis results on the social development of children at the Lengayang State Kindergarten and following the answer results of parents and teachers in conducting interviews. It was explained that by holding online learning, it was difficult for children to cooperate with those around them, and children could not cooperate with their friends and could not be disciplined.

CONCLUSION

Children's social development during online and offline learning impacted children's development and even impacted parents, in a lie with complaints submitted by parents when researchers conducted interviews. Based on the frequency test results through SPSS 23, out of 15 children, 14 children were classified as not good (93.3), and one child was classified as good (6.7%). The offline learning results revealed that out of 15 people, 100% of children were in the classification as not good social development. Then, in the significance test, there was no significant difference between children's social development results through online and offline learning. From the t-test or hypothesis testing results, it was found that the 2-tailed sig. value on children's social development, both online and offline, was < 0.05. It means that H_{a1} and H_{a2} were accepted. Thus, there was an impact of online and offline learning on the social development of children at the Pembina Lengayang State Kindergarten.

Further research is expected to conduct more in-depth research on the impact of online and offline learning on children's social development during the COVID-19 pandemic. Also, the efforts of teachers, parents, and the community in overcoming this can imply collaboration between educators, children, and parents in simulating children's development in the pandemic era.

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