

THE EFFECT OF SOCIAL RESTRICTIONS ON THE PSYCHOLOGICAL SOCIAL INTERACTIONS OF ELEMENTARY SCHOOL CHILDREN IN THE SCHOOL ENVIRONMENT

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ABSTRACT

This study aims to determine the effect of social restrictions on the psychological social interactions of elementary school children. The reason for taking this research is because the social restriction policy during the pandemic made school activities closed and replaced with learning at home and reduced children's social interaction. So it demands not to interact directly with his friends socially. They are used to learning happily at school, they can meet and interact directly with their friends, but with social restrictions during this pandemic, they cannot interact directly. The method used in this research is a qualitative research method. Qualitative research is research that explains a lot by using words rather than numbers. The type of research used is field research and interviews, this research was carried out systematically by interviewing teachers and parents of students and making observations to elementary schools. In this study, the researchers found that the social interaction of elementary school children decreased, they became quieter and rarely interacted due to the influence of social restrictions during the pandemic.

Keywords: *Social Restrictions; Social Interaction; Elementary School Children.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh pembatasan sosial terhadap psikologis interaksi sosial anak sekolah dasar. Alasan mengambil penelitian ini karena dengan adanya kebijakan pembatasan sosial saat pandemi membuat kegiatan di sekolah diliburkan dan diganti menjadi belajar di rumah serta membuat interaksi sosial anak menjadi berkurang. Sehingga menuntut untuk tidak berinteraksi sosial secara langsung dengan teman-temannya. Mereka terbiasa belajar dengan gembira di sekolah, mereka bisa bertemu dan berinteraksi secara langsung dengan teman-temannya tetapi dengan adanya pembatasan sosial saat pandemi ini membuat mereka jadi tidak bisa berinteraksi secara langsung. Metode yang digunakan dalam penelitian ini, adalah metode penelitian kualitatif. Penelitian kualitatif adalah penelitian yang banyak menjelaskan dengan menggunakan kata-kata daripada angka. Jenis penelitian yang digunakan adalah penelitian lapangan dan wawancara, penelitian ini dilakukan secara sistematis dengan mewawancarai guru serta orang tua murid dan melakukan observasi ke sekolah dasar. Dalam penelitian ini peneliti mendapatkan hasil bahwa interaksi sosial anak sekolah dasar menurun, mereka menjadi lebih pendiam dan jarang berinteraksi dikarenakan pengaruh pembatasan sosial saat

pandemi.

Kata kunci: Pembatasan Sosial, Interaksi Sosial, Anak Sekolah Dasar.

INTRODUCTION

The government, through the Ministry of Education and culture, issued rules No. 3 of 2020 concerning prevention of covid-19 in Education Units and No. 36926/MPK.A/HK/2020 concerning Distance Learning by utilizing technology as a learning medium. The distance learning policy covers all levels of education, from elementary, secondary to tertiary levels. With the enactment of the policy, children experience boredom at home, worry about being left behind in lessons, and feel insecure about the situation. Children become closer and dependent on their parents. It is possible that these children refuse to go to school again after the rule ends and it is estimated that they will have difficulty building their interactions between peers or with teachers when schools have opened. The resulting social restriction on them will have a long term negative effect on their overall psychological well-being.

Elementary school children have characters who like to play, elementary school children will be motivated to learn When learning is facilitated by games because the world of play that is full of happiness is their world. Of course, it is different from the characteristics possessed by high school children. In addition to having these characteristics, elementary school children also prefer to move, work in groups, and do things directly. Under such circumstances, of course, it is inversely proportional to the characteristics of elementary school children. So that not a few children who experience psychological disorders.

Mental health disorders experienced by elementary school children are easily emotional, sad, bored, and sometimes angry. This is evidence that the Covid-19 pandemic and social restrictions have a negative relationship with mental health disorders in elementary school children which need to be considered in order to achieve a better effort in the future in dealing with similar situations.

Thus, this research is important to do, because by conducting this research the public can find out what are the impacts of social restrictions during the epidemic on the psychological development of elementary school children. So that people know that during this pandemic the social interaction of elementary school children is reduced due to social restrictions that limit meeting their friends, so they will be easier to experience sadness, boredom, and also unstable emotions due to a lack of social interaction.

Previous studies related to this title were among others those conducted by Desnawaty Tinambunan, Nadia Agniaty, Yessica Ekayuni, Angela Oktavia Suryani (2021) in the discussion "Problems of Development and Mental Health of Children aged 6-12 Years During the Covid-19 Pandemic: Analysis Cross-Cultural Research Results" states that the government's policy by imposing restrictions on social activities as an effort to prevent the spread of Covid-19 by closing schools has an impact on the mental health of middle childhood age children, where children experience a number of problems in physical, cognitive, psychosocial aspects. , and emotions. These problems do not only occur in Indonesia, but occur in almost all parts of the world on this earth. Currently the house is the center of activity for all family members. Children need a mood booster from adults to stay excited and happy to learn even if only at home. There needs to be a conscious effort for adults, especially parents, as the child's first environment to

be able to create a pleasant learning situation. Unfortunately, it is not easy for parents to accompany their child to study at home during this COVID-19 pandemic. This makes parents less patient in accompanying children while studying at home. Another difficulty is that parents lack the skills to operate gadgets.

Second, Syahrida Norkhalifah (2020) in the discussion of "The Effect of Restrictions on Social Interaction in the Covid-19 Pandemic Period in Early Childhood" stated that restrictions on social interaction have a great influence on early childhood in terms of character development and social behavior of children, because with these restrictions the scope of a child in socializing becomes narrow which causes a lack of interaction between children with other people. This can have an impact on children's behavior when they come down in the social environment later, because it is not necessary to underestimate the existence of restrictions on social interaction because it may cause negative impacts on social development in children.

The difference between this research and previous studies lies in the target level of education. In this research.

METHOD

The method used in this research is a qualitative research method. Creswell (2008) defines it as an approach or search to explore and understand a central phenomenon. To understand the central phenomenon, the researcher interviewed participants by asking general and rather broad questions. The information submitted by the participants was then collected.

The data in the form of words or text are then analyzed. To obtain the results of this study, the authors obtained the necessary data through data collection methods in the form of interviews, and direct observations to the field and presented in the form of a description of how the influence of social restrictions during a pandemic on the psychological development of social interactions of elementary school children.

The subjects of this study were elementary school children in grades 1-6 and also some parents and guardians of elementary school students around the writer's house. As for this research, the researcher uses purposive sampling technique, which is a technique used to dig up information that will form the basis of the design and theory that appears so that it is relevant to the research, by having good considerations from the participants, certain characteristics, and others in the research. sample determination. This research was conducted at the primary school (SD) Palabuan III, located in Majalengka district and at the public elementary school (SDN) Cipinang Besar Utara 01 Pagi, East Jakarta.

This data collection technique uses interviews, interviews are carried out to find out complete data and efforts to obtain accurate data and appropriate data sources and also make observations, the authors make observations in places that are directly related to this research. In qualitative data analysis, this research comes from interview and observation data. Data obtained from direct observation through interviews with parents and guardians of elementary school students regarding the effect of social restrictions during a pandemic on the social psychological development of elementary school children in the research report. This interview is in the form of 15 questions. These questions have one goal and are related to the effect of social distancing during a pandemic on the social psychological development of elementary

school children.

The steps of this research include, 1) Developing and making research designs, 2) Determining the location and research subjects, 3) Collecting data and analyzing data, 4) Presentation of research data, 5) Concluding the research.

RESULT AND DISCUSSION

According to PP No. 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Handling of Corona Virus Disease 2019 and according to Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies During the Emergency Period of Covid Transmission, it is recommended that all learning processes be carried out online or face-to-face under the cooperation of teachers, students, and the parents of the child's family.

Online learning affects children's social development. The social and emotional impacts of online learning on children include children experiencing boredom at home, and being insecure about this situation. Children become closer and dependent on their parents so that their social interaction decreases and causes them to be difficult to interact with their friends because they are more often at home.

The word interaction comes from inter and action. Social interaction is a reciprocal relationship that affects each other between individuals, social groups and society. Social interaction is the process by which people communicate and influence each other in thought and action. (Wahyuningsih, 2017). Interaction plays an important role in the relationship between one individual and another and also plays an important role in the regulation of student learning in achieving their achievements.

During the COVID-19 pandemic, the interaction process has changed the world's life in social communication. Moreover, humans are social creatures who need interaction with one another, however, when covid 19 hit, social distancing was one of the things that was difficult for many people to implement. Social change can be imagined as changes that occur in the social system within a certain period of time (Dewi, 2021).

The implementation of the Large-Scale Social Restriction (PSBB) policy on the community has a very large influence, especially student learning activities carried out from home. The limited social interaction during the pandemic causes difficulties in adjusting, achieving good academic achievement, making good study plans, controlling study time well, and having a positive learning attitude in students. (Hutomo, DKK. 2020).

According to the explanation of (Suntoro, 2013) that the use of gadgets with unlimited time can make antisocial children forget to interact with the environment around where they live. This can lead to a loss of interaction with the surrounding environment. During the pandemic, the use of gadgets is needed for online learning because you can study anywhere without coming to school. (Amri, DKK. 2020).

From interviews that have been conducted by researchers with several parents from the two elementary schools that were used as research sites, the results showed that the implementation of online learning had an impact on socialization between children and their friends and teachers to be reduced due to the implementation of social restrictions which were the government's efforts. to break the chain of the spread of Covid-19. It is indeed good to do

so that we avoid this virus, but it has an impact on children's social development because it makes children less socially interacting and sociable, so children become more quiet.

In addition, the parents and guardians of elementary school students who were interviewed revealed that the implementation of online learning could reduce the learning motivation of elementary school children. This is due to the implementation of online learning, because the teacher only provides material and assigns practice questions that must be done by students without being accompanied by a more specific explanation from the teacher. Teachers only explain to students once a week using supporting applications such as Zoon Meeting/Google Meet or WhatsApp videos. In fact, teachers sometimes only provide practice questions that must be done by students without providing material and require children to look for material independently or assisted by parents and family. However, occasionally, not all students can understand what they are looking for through the internet because students still need an explanation from their teacher regarding the learning being delivered.

With online learning, students sometimes feel bored and bored. This boredom is caused by the monotonous and unattractive environment of the child. This also causes children to sometimes be lazy to learn. This online learning makes parents unable because they have to teach their children about the tasks given by the teacher, while not all parents understand the task. Children become stressed because every day they have to be chased by task deadlines while they do not understand the material. Children become easily emotional because not a few parents are angry with their children because the child does not want to do the task. This makes even children.

CONCLUSION

Based on the results of the research we conducted through qualitative research methods and interviews, it can be concluded that the Effect of Social Restrictions on the Psychological Social Interaction of Elementary School Children in the School Environment, with these rules does not have a negative impact on children's social interactions with their friends and teachers. They still greet each other and also still follow directions from their teacher when in class. However, we found that children experience stress. Due to the PSBB rules, they are more easily scolded by their parents because they can't be optimal in doing the tasks given by their teachers when studying online.

During the pandemic, they experienced limitations in social interaction with their friends or their teachers at school, due to the implementation of Online Learning at that time, which resulted in difficulties in adapting which made students feel something unusual had to be used to it. Online learning that makes students focus on gadgets and seems to forget their environment. The existence of online learning that often uses gadgets, some students begin to interact less and prefer to be alone.

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