

Post Covid-19 Emergency Mitigation Strategies Through Parents Readiness in Children's Behavior and Social Development

Nuning Dwi Merina^{1*}, Iis Rahmawati², Lantin Sulistyorini³, Eka Afdi Septiyono⁴

¹Pediatric and Maternity Departement, Faculty of Nursing, University of Jember

Submitted : 08-10-2022 ; Accepted : 31-03-2023

Doi : 10.36858/jkds.v11i1.421

ABSTRACT

The COVID-19 pandemic has an impact on patterns of social interaction, education, and behavior on child development. Parental readiness is one of the mitigation strategies to reduce the negative impact of COVID-19 on behavior and social development. The purpose of this research is to explore how parents are prepared for their children's social development after the COVID-19 emergency, in the Jember Regency. This research method uses qualitative research with a phenomenological design involving 7 parents in the Jember Regency area. The research instrument used a design theory from Prochaska, namely the transtheoretical model for parental preparation and Hurlock's theory, namely the ability to behave in accordance with social demands for children's social development. Data analysis used the induction method with specific conclusions drawn for the general public and presented descriptively which start from identify data collection, reduction some data that out of categorical, presentation data and drawing conclusion and verification. There were 3 themes that found to this study, cognitive readiness, emotional readiness, and behavioral readiness. Parents have prepared and facilitated children's needs, learning environment, and provided motivation to children in their development period. Some parents admit that they have difficulty adjusting to their child's development. Parents also provide time for their children to talk about their activities in their environment and limit their use of gadgets and replace them with other games that can stimulate their motor and sensory. The readiness of parents in the social development of children in the post-COVID-19 emergency shows 3 themes of readiness, are cognitive readiness, emotional readiness, and behavioral readiness. Parents are well prepared to support their children's social development.

Keywords: Child, COVID-19, Development, Parent, Readiness.

ABSTRAK

Pandemi COVID-19 berdampak pada pola interaksi sosial, pendidikan, dan perilaku pada perkembangan anak. Anak-anak dengan masalah perkembangan sosial memerlukan kesiapan yang baik dari orangtua agar dapat menjalankan fungsi tumbuh kembang secara optimal. Kesiapan orangtua merupakan salah satu strategi mitigasi untuk menekan dampak negatif COVID-19. Tujuan penelitian untuk mengeksplorasi bagaimana kesiapan orangtua dalam perkembangan sosial anak di pasca darurat COVID-19, di Wilayah Kabupaten Jember. Metode penelitian ini menggunakan penelitian kualitatif dengan rancangan fenomenologi dengan melibatkan 7 orang tua di wilayah Kabupaten Jember. Instrumen penelitian menggunakan teori rancangan dari prochaska yaitu the transtheoretical model untuk persiapan orang tua dan teori dari hurlock yaitu kemampuan perilaku yang sesuai dengan tuntutan sosial untuk perkembangan sosial anak. Analisa data menggunakan metode induksi dengan penarikan kesimpulan dari khusus ke umum dan disajikan secara deskriptif. Orang tua sudah menyiapkan dan memfasilitasi kebutuhan anak, lingkungan belajar, dan memberikan motivasi kepada anak dalam masa perkembangannya. Beberapa orang tua karir mengaku kesulitan dalam menyesuaikan diri dengan perkembangan anak. Hal ini berbeda dengan orang tua sebagai ibu rumah tangga yang memiliki banyak waktu dengan anaknya mengaku bahwa sudah memahami dan mengerti kondisi anaknya dan dapat menyesuaikan diri dengan perkembangan anaknya. Orang tua juga menyediakan waktu kepada anaknya untuk bercerita mengenai kegiatannya di lingkungannya serta membatasi anaknya untuk bermain gadget dan menggantinya dengan permainan lainnya yang dapat mentimulus motorik dan sensoriknya. Kesiapan orang tua dalam perkembangan sosial anak di pasca darurat COVID-19 menunjukkan hasil yang positif. Orang tua memiliki kesiapan yang baik dalam mendukung perkembangan sosial anak.

Kata Kunci: Anak, COVID-19, Perkembangan, Orang tua, Kesiapan.

*Correspondence author: nuning.dwi@unej.ac.id

How to Cite : Merina, N. D. M., Rahmawati, I., Sulistyorini, L., & Afdi Septiyono, E. (2023). Background: The COVID-19 pandemi Post Covid-19 Emergency Mitigation Strategies Through Parents Readiness in Children's Behavior and Social Development. *Jurnal Kesehatan Dr. Soebandi*, 11(1), 39-45. <https://doi.org/10.36858/jkds.v11i1.421>

Introduction:

Indonesia is a country that reports the highest case of death due to COVID-19, so this has made Indonesia experience a health crisis in various aspects, without exception for children's health (Nandwijiwa & Aulia, 2020). The prolonged pandemic period also has an impact on social interaction patterns, educational patterns, and changes in children's behavior (Van Lancker & Parolin, 2020). Rules and policies to minimize social interaction in the long term will certainly cause social problems for children's growth and development (Ghosh et al., 2020). Social development and child behavior are capabilities possessed by children where these developments relate to how children behave in social life according to values and norms in society so that children can become useful individuals in everyday life both in the family, school and in the community (Dovigo et al., 2021).

Based on the results of previous research for Jember Regency, it was found that 56% of children preferred to play independently without interaction, 34% reported not having the confidence to appear when interacting, having excessive fear, 89% having an addiction to gadgets (Sulistiyorini et al., 2022). Research from Syaifuddin, (2022) showed the impact of COVID-19 on children's social behavior, namely only 36.84% of children developed as expected, 5.26% did not develop, 57.89% began to develop, and 0% developed very well. This can lead to problems with behavioral and social patterns at the child's developmental stage (Almeida et al., 2021).

Parents become helpers of children's social growth. Social improvement in children during the COVID-19 pandemic is by inviting children to enjoy friendship, guiding children to recognize themselves, teaching language skills, and instilling cultural values (Nandwijiwa & Aulia, 2020). Facing the COVID-19 emergency, parents have more anticipation for their child's growth and development. Unlike today, the COVID-19 emergency has been passed, but the readiness of parents to oversee the development of children, especially social development, still needs to be maintained to support optimal development. Children with social development problems, need

good readiness from parents in order to carry out the function of growth and development properly. The readiness of parents will have an impact on the growth and development of children, because parents have understood and anticipated what is needed for the growth and development of children at each stage (Sari et al, 2020). In essence, parents and families are expected to be able to function to realize the process of optimizing growth and development in the family and creating a healthy and harmonious family (Arundell et al., 2021). Parental readiness is an open attitude of parents in applying parenting based on all the resources owned by parents (Nurhayati, 2019).

Various social problems and children's behavior during the COVID-19 pandemic must still be faced today by parents, so that it becomes a common goal to restore children's social conditions to be in a good or normal category in the post-COVID-19 emergency period (Efastri & Suharni, 2020) . Therefore, this research is very important to do because parental readiness in children's social development is one of the mitigation strategies to suppress the negative impact of COVID-19 on child development.

Methods:

The method used in this research is a qualitative research with a phenomenological design. The phenomenological approach can explore in depth parent readiness in children's social development in the post-COVID-19 emergency period in the Jember Regency area. Data was collected by means of in-depth interviews and participant observation. This research was conducted in Jember Regency, namely Patrang, Kaliwates, Sukorejo, Ledokombo, Mangli, and Ajung Districts. The research subjects were 7 people. The research instrument uses a design theory from Prochaska, namely the transtheoretical model for parental preparation which consists of cognitive, emotional, and behavioral readiness, while the theory of social development of children from Hurlock is the ability to behave in accordance with social demands, consisting of socially acceptable behavior, play a social role, and the development of social processes. The recorder is

used as a medium to collect documentary data. Data analysis uses qualitative analysis which is presented based on the data that has been collected and then concluded, which start from identify data collection from the transkrip, reduction some data that out of categorical, presentation data and drawing conclusion and verification. Qualitative data is processed according to the variables contained in the research using the induction method, namely drawing conclusions from specific things to general things and presented in the form of descriptive images.

Results:

Table 1. Respondent **demographic data** stated that there were 7 respondents representing 6 sub-districts spread across Jember Regency. Also generated some data from the questionnaire on the characteristics of the respondents, namely age, occupation, last education, as well as the age of the child.

Table 1. Respondent demographic data

Respondent	Age (years)	Profession	Education	Child's Age (years)
Mrs. T	35th	Housewife	Bachelor	5th
Mrs. D	35th	Nurse	Bachelor	4th
Mrs. N	31st	Nurse	Bachelor	5th
Mrs. U	25th	Housewife	Senior High School	4th
Mrs. I	31st	Midwife	Diploma	5th
Mrs. S	25th	Housewife	Senior High School	4th
Mrs. Y	33rd	Lecturer	Magister	4th

Source: Primary data processed (2022)

Most of the parents are over 30 years old with various kinds of work, and the last education is quite varied, namely Senior High School, Diploma, and Bachelor. For the age of the child,

it has been confirmed that the respondent has a child of preschool age.

Table 2. Interview result

Result	Category
<ol style="list-style-type: none"> Parents provide time for children to study at school and facilitate the need for learning at home. Parents motivate children to be able to continue to develop through meeting their needs. 	Cognitive Readiness
<ol style="list-style-type: none"> Some working parents (career parents) are a little difficult to adjust to the development of their children, most of the children's daily lives are with their grandmothers and grandfathers. For parents as housewives can understand the condition of the child and can adjust to the development of the child well. 	Emotional Readiness
<ol style="list-style-type: none"> Parents provide time for children to talk about their activities in the surrounding environment Parents facilitate children's development by providing toys that help stimulate motor and sensory. Some parents limit their children's use of gadgets and replace them with games that sharpen other children's stimuli. 	Behavioral Readiness

Source: Primary data processed (2022)

The data in Table 2. Interview result in a general description of the interviews that had been conducted with the respondents, namely on the theme of cognitive readiness, it was found that parents had prepared and facilitated the needs of children, the learning environment, and provided motivation to children in their development period. Furthermore, on the theme of emotional readiness, it was found that some career parents admitted that they had difficulties in adjusting to their child's development. This is different from parents as housewives who have a lot of time with their children who claim that they understand and understand their child's condition and can adapt to their child's development. In addition, on the behavioral readiness theme, it was found that parents provide time for their children to tell stories about their activities in their environment, parents also facilitate

children's games that can stimulate their motor and sensory. In addition, there are also some parents who say that they limit their children to playing gadgets and replace them with other games.

Discussion :

Parental readiness is one of the important factors in child development. Parental readiness is also a form of portrayal of the role of parents. In this study, parental readiness was categorized into three themes, namely cognitive readiness, emotional readiness, and behavioral readiness.

1. Parents Cognitive Readiness

The readiness of parents in cognitive indicators describes the ability of parents to provide time and opportunities for learning, the ability of parents to fulfill their children's needs, and the ability of parents to motivate their children. Parents' statements regarding cognitive indicators are:

"I give time for my child to socialize with the community, because there is only one child who is the same age as my son, so my child rarely goes out of the house. Another consequence when my child doesn't leave the house is that I facilitate games in the house to keep his motor stimulated, ... I also take my son every two weeks to his grandmother's house and play with the family. I also give my child more time to play in the Koran, ... Likewise when in the school environment." (Mrs. T, 35 years old)

The statement above proves that parents have provided opportunities for children to learn. This is in line with research conducted by Kadek, Ariswari, & Tirtayani (2021) who get the results that parents with good readiness can facilitate children in learning and meet the needs in their development to learn. Lack of cognitive readiness to parent cognitive would predict initial level and growth in children (Salerno, 2020). Other reference explain that parental cognitive readiness could increase children's ability to socialize and gather with peers (Padilla & Ryan, 2020).

Other interview result that describe the provision of motivation to children is:

"I provided him with apologies and thanks, so that my son could still defend his rights. ... yes, I advise you not to always give in, there is a condition to give in but you don't always have to give in, ... I always support any activities and desires of my child that lead to their developmental conditions, for example, like my child asking to recite the Koran in place his friend recites the Koran, yes, I follow it so that my child can be more enthusiastic in learning." (Mrs. D, X years old)

The statement above proves that parents provide motivation in order to maintain their condition, parents also support children's learning needs by increasing their learning motivation through fulfilling children's learning needs. This is in line with research conducted by Hakim & Karmila (2022) who get the results that the readiness of parents to meet the needs of children in the learning process is a form of parental attention to foster motivation for children. The higher the form of parental attention to children, the level of children's motivation in learning will increase.

2. Parents Emotional Readiness

The readiness of parents in emotional indicators is about the ability of parents to make adjustments to the social development of children. Parents' statements regarding emotional indicators are:

"Being able to adapt to the social development of children after the pandemic, we as parents have to adjust to what the child wants, although there are a few shouts, but so far we have to adjust ... What needs to be prepared is our readiness as parents, the development of children is time socializing, namely readiness starting from money/financial, mental, energy, and for example there is homework every week he will do what ... This readiness still needs to continue to adapt." (Mrs. Y, 33 years old)

The parental statement above proves that parents have been able to adapt to the development of their children. Parents prepare

important aspects as a form of support in child development. This is in line with the research conducted by Ngewa (2019) who get the results that the fulfillment of family functions is one form of illustration in supporting children's development. Fulfillment of economic functions that are the responsibility of parents in meeting the needs of their children. Likewise in the function of love which is described by giving affection to children which in the above statement is described by helping children in completing school assignments.

Other interview results that describe the readiness of parents in dealing with child development in the post-COVID-19 emergency period are:

“Thank God I can, but sometimes it's natural to have a little emotion ... Yes, but it's still natural for the emotions. Adjustment in this COVID-19 post-emergency process continues even though it's a little slack, ... When playing, I give you the opportunity to play by paying attention to the progress.” (Mrs. N, 31 years old)

“I always prioritize wearing masks, washing hands, and don't share food freely. This is based on the fact that it's still the COVID period, so I'm giving education like that.” (Mrs. I, 31 years old)

The parental statement above illustrates that parents have been able to adjust to their child's development through monitoring the development of children in the surrounding environment. Some parents are still worried and afraid to let their children go to socialize in the community after the COVID-19 emergency. However, this can be withheld while still adhering to health protocols. This is in line with research conducted by Permadani & Jatningsih (2022) who get the result that parents' feelings of anxiety in releasing their children to be in the surrounding environment can be done by always reminding children about the implementation of health protocols and providing education about

the dangers of viruses that can spread everywhere.

3. Behavioral Readiness

The readiness of parents in behavioral indicators is about the readiness of parents in facilitating the social development of children, the ability of parents to talk about their feelings, and the ability of parents to listen. Parents' statements regarding behavioral indicators are:

“Usually early childhood will often have tantrums, if this is the case, usually I will silence my child first so that he can vent his emotions. After it subsided, only then did I give advice that was not too stressful and still gave attention. Usually my children are active after school or when they want to sleep. What did he do at school or in the Koran. As a parent, I listen to it until it's finished, then give feedback by continuing to arouse their curiosity, so that later my child will be more active to answer and tell stories again because of his curiosity..” (Mrs. I, 31 years old)

“Since my own child is here, I better understand his condition and mood. For example, if my child whines, I already know what is needed. I also give my child time to ask me questions. I provoked him to ask about his activities at school, for example whether he had homework or not and what school he studied at. Usually the children themselves tell the story.” (Mrs. U, 25 years old)

The statements from the two parents above prove that parents have different ways of providing opportunities for children to tell stories. Parents have described the readiness of parents by facilitating children to tell stories about things that are done in their environment and being able to listen to children's stories. Parental readiness This is in line with research conducted by Kamarastra & J.A (2020) who get the results that the ability of parents to listen to stories and be able to tell stories to children will improve the ability of children's social, moral, and emotional aspects. In addition, the readiness of these parents will train children in increasing the child's

stimulus to be brave in expressing opinions through the content of the story.

Other interview results that describe the readiness of parents in facilitating social development in the post-COVID-19 emergency period are::

“Incidentally, my husband and I did not give the child a cellphone, so we were not given a cellphone toy. I am more educative by giving toys only, this is done to train their motor skills, so they are not addicted to cellphones. Even now, my child rarely plays cellphone.” (Mrs. N, 31 years old)

“I allow the child to play and there is no pressure on the child. My facilities for children with social behavior are facilitating toys when they want to play and providing toys at home.” (Mrs. S, 25 years old)

“Usually I invite you to play. During the COVID-19 period, because I rarely went out of the house, my son often played with his cellphone, but now, God willing, COVID is gone, so my son rarely plays cellphone..” (Mrs. U, 25 years old)

The transition period from the pandemic to the post-emergency period has an impact on children's social development. One of them is addiction to using gadgets. The readiness of parents to deal with this needs to be improved to prevent a decline in child development. The statements from the three parents above illustrate the readiness of parents to face the social development of their children, especially in the post-COVID-19 emergency period. This is in line with research conducted by Lubis & Azizan (2020) who get the results that parental readiness that can be done to overcome gadget addiction by early childhood is to limit the use of gadgets by implementing a schedule for using gadgets in children and determining the time of their use. In addition, there is one way to use gadgets for children as a form of parental readiness, namely 3D, which means (1) needed, in the sense that when children need gadgets for learning, (2)

accompanied, in the sense that children need parents in discussing their learning. , and (3) monitored, in the sense that parents monitor everything the child sees on the gadget.

Conclusions:

The readiness of parents in the social development of their children in the aftermath of the COVID-19 emergency has shown positive results. Parents are well prepared to support their children's social development. Parental readiness is a mitigation strategy in suppressing the negative impact of COVID-19. From the results of the study, parents are capable of cognitive readiness by facilitating children's learning, meeting children's needs, and motivating children to learn. Parents are also capable of emotional readiness by adjusting to their child's social development after the COVID-19 emergency, although there are difficulties for career parents in adjusting to their child's development. In addition, parents are capable of behavioral readiness by facilitating children in their social development through the provision of motor and sensory stimuli for children, as well as listening to stories from children.

References:

- Almeida, I. L. de L., Rego, J. F., Teixeira, A. C. G., & Moreira, M. R. (2021). Social isolation and its impact on child and adolescent development: a systematic review. *Revista Paulista de Pediatria : Orgao Oficial Da Sociedade de Pediatria de Sao Paulo*, 40, e2020385. <https://doi.org/10.1590/1984-0462/2022/40/2020385>
- Arundell, L., Veitch, J., Sahlqvist, S., Uddin, R., Ridgers, N. D., Salmon, J., ... Parker, K. (2021). Changes in families' leisure, educational/work and social screen time behaviours before and during COVID-19 in Australia: Findings from the our life at home study. *International Journal of Environmental Research and Public Health*, 18(21). <https://doi.org/10.3390/ijerph182111335>
- Dovigo, L., Caprì, T., Iannizzotto, G., Nucita, A., Semino, M., Giannatiempo, S., ... Fabio, R.

- A. (2021). Social and Cognitive Interactions Through an Interactive School Service for RTT Patients at the COVID-19 Time. *Frontiers in Psychology*, 12(June). <https://doi.org/10.3389/fpsyg.2021.676238>
- Efastri, S. M., & Suharni, S. (2020). Peran Orangtua terhadap Kesiapan Sekolah Taman Kanak-Kanak pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 559. <https://doi.org/10.31004/obsesi.v5i1.454>
- Ghosh, R., Dubey, M. J., Chatterjee, S., & Dubey, S. (2020). Impact of COVID-19 on children: Special focus on the psychosocial aspect. *Minerva Pediatrica*, 72(3), 226–235. <https://doi.org/10.23736/S0026-4946.20.05887-9>
- Hakim, A., & Karmila, I. (2022). Motivasi Belajar Dan Kesiapan Belajar Siswa Kelas V Sdn 2 Surabaya Kec . Limbangan Kab . Garut. *Jurnal Pendidikan Sekolah Dasar*, 02(01), 21–27.
- Kadek, N., Ariswari, R., & Tirtayani, L. A. (2021). *Survei Kesiapan Orang Tua Dalam Mendampingi Proses Pembelajaran Anak Usia Dini Berbasis Daring*. 9, 89–98.
- Kamarastra, Z., & J.A, I. K. A. (2020). Peran Orang Tua Dalam Mengembangkan Kecerdasan Verbal Linguistik Anak Usia Dini Melalui Metode Bercerita. *Jurnal Mahasiswa Pendidikan Luar Sekolah*, 9(2), 23–33.
- Lubis, M. A., & Azizan, N. (2020). Penggunaan Gadget Untuk Anak Usia Dini Saat Situasi Pandemi COVID-19. *Jurnal Kajian Gender Dan Anak Pusat Studi Gender Dan Anak (Psga)*, 4(1).
- Nandwijiwa, V., & Aulia, P. (2020). Perkembangan Sosial Anak Usia Dini pada Masa Pandemi COVID-19. *Jurnal Pendidikan Tambusai*, 4(3), 3145–3151. Retrieved from <https://jptam.org/index.php/jptam/article/view/821>
- Ngewa, H. M. (2019). Peran Orang Tua Dalam Pengasuhan Anak. *Jurnal Ya Bunayya*, 1(1), 96–115.
- Nurhayati, W. (2019). Pengembangan Instrumen Kesiapan Bersekolah dan Pemetaan Kesiapan Bersekolah pada Anak Usia Dini di Indonesia. *Indonesian Journal of Educational Assesment*, 1(1), 11. <https://doi.org/10.26499/ijea.v1i1.4>
- Padilla, C. M., & Ryan, R. M. (2020). School readiness among children of Hispanic immigrants and their peers: The role of parental cognitive stimulation and early care and education, *Early Childhood Research Quarterly*. 52(Part A`0, 154-168. <https://doi.org/10.1016/j.ecresq.2018.04.008>.
- Permadani, S. P., & Jatningsih, O. (2022). *Kesiapan Orang Tua Melepas Anaknya Kembali Ke Sekolah (Studi Pada Orang Tua Siswa Smp Dusun Jatirejo Desa Payaman Kecamatan Plemahan Kabupaten Kediri)*. 10, 602–616.
- Sari, D. Y., Mutiara, S., & Rahma, A. (2020). Kesiapan Orang Tua Dalam Menyediakan Lingkungan Bermain Di Rumah Untuk Anak Usia Dini Dimasa Pandemi COVID-19. *Tumbuh Kembang: Kajian Teori Dan Pembelajaran PAUD*, 7(2), 122–132. <https://doi.org/10.36706/jtk.v7i2.12271>
- Salerno, Gia. (2020). *Cognitive readiness to parent, stability and change in postpartum parenting stress and social-emotional problems in early childhood: A second order growth curve model*, *Children and Youth Services Review*. Volume 113. <https://doi.org/10.1016/j.childyouth.2020.10.4958>.
- Sulistyorini, L., Septiyono, E., Merina, N., Juliningrum, P., & Rahmawati, I. (2022). Stimulation of Growth and Development of Pandalungan Toddler in Indonesia. *Indian Journal of Forensic Medicine & Toxicology*, 16(2), 237–245. <https://doi.org/10.37506/ijfmt.v16i2.17967>
- Syaifuddin, J. (2022). *IJERT: Indonesian Journal of Education Research and Technology*. 2, 21–28.
- Van Lancker, W., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: a social crisis in the making. *The Lancet Public Health*, 5(5), e243–e244. [https://doi.org/10.1016/S2468-2667\(20\)30084-0](https://doi.org/10.1016/S2468-2667(20)30084-0)