# Early Childhood's Dynamics of Socio-Emotional Development: COVID-19 Pandemic vs Post COVID-19 Pandemic

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## Abstract

**Purpose** – The limited interaction among children in early childhood learning during the COVID-19 pandemic causes the lack of fulfilment of children's socio-emotional development. This study aims at analyzing the dynamics of socio-emotional development occurred in TK Nurul Islam during the COVID-19 pandemic.

**Design/methods/approach** – The research design of this study is qualitative research. The data are collected through observation, interviews, and documentation. Then, the data are analyzed using Milles and Huberman models. To test the validity of the data, source triangulation and technical triangulation are used.

**Findings** – The findings of this study explain that the socio-emotional development of children in TK Nurul Islam during the pandemic has not developed well. Some habitual actions encouraged by teachers —such as smiling, greetings, memorizing some short surahs, mentoring students, and having fun learning are able to stimulate children's socio-emotional development after the COVID-19 pandemic. As a result, children's socio-emotional development after the COVID-19 pandemic can develop well as expected.

**Research implications/limitations** – This study is only limited on the aspects of early childhood's socio-emotional development.

**Practical implications** – This study contributes to the knowledge and provides the examples of teachers' practice in developing children's socio-emotional development in early childhood education institutions.

**Originality/value** – Research can be used as an evaluation to develop children's socio-emotional development during the pandemic and after the COVID-19 pandemic.

**Keywords:** Children's social development; Children's emotional development; Early childhood education

**Paper type:** Research paper

## Introduction

The COVID-19 pandemic has not yet ended and impacts education in Indonesia (www.cnbcindonesia.com). It, of course, also impacts early childhood development, specifically children's socio-emotional development. Children's central social and emotional attitudes are tolerance (empathy), association attitudes, problem-solving and positive attitudes (Ananda & Fadhilaturrahmi, 2018; García López & Kirk, 2022; Marinoni et al., 2022). In simple terms, children from an early age can be accustomed to adapting, being social in their environment and expressing what they feel. However, children express the teacher's will, especially learning in schools using conventional models (Du et al., 2022; Odendaal et al., 2020; Rahayu et al., 2019). Learning has a vital role in children's development. Child development is a period that will determine further growth and development, as well as a period in which children's brain intelligence reaches 80% (Fadlillah, 2020; Rahman, 2002; Sujono, 2009; Suyanto, 2005; Ulfa Maulidya, 2017; Wijayani, 2016). Therefore, teaching must be done from an early age, online and offline (offline).

Virtual teaching in early childhood education is quite challenging to control children's development, especially socio-emotional development. Social development is a process of learning ability from behaviour imitating the family (Winda Gunarti, 2010; Zhou & Zhang, 2006). At the same time, emotional development is a condition in the organism or individual at a particular time which is coloured by gradations. Various emotions can arise in oneself, such as sadness, joy, disappointment, hate, love, and anger. The name given to these emotions will affect how children think and act about these feelings (Jackson, 2014; Jahja, 2012; Vivier et al., 2021).

Research shows that online learning can reduce child development (Wulandari & Purwanta, 2020). Moreover, it was found that some educators had not mastered learning *online* and still focused on assignments (Nurdin & Anhusadar, 2020). In addition, the lack of infrastructure to support online learning hinders child development (Harahap et al., 2021; Kartini, 2021).

The previous search is also in line with the socio-emotional development of the children of the B3 TK Nurul Islam group that has not developed well. The data from interviews with homeroom B3 graders showed that the COVID-19 pandemic had changed all arrangements in children's educational institutions after an early age so that children's development is disrupted. Moreover, the socio-emotional development of children where children should be able to socialize with their friends must meet online. However, TK Nurul Islam has started to conduct offline learning with a limited number of children. However, the learning system's displacement creates instability in children's socio-emotional development. So, in implementing offline learning, educators must provide deep stimulation to shape and develop children's social and emotional aspects.

The problems above are essential for a more in-depth investigation of the dynamics in the TK Nurul Islam B3 Group and the active role of teachers in providing a stimulus for the socio-emotional development of children during the after the COVID-19 pandemic. Based on data from observations in the B3 group of TK Nurul Islam, it was found that children were not confident by showing their attitude when meeting with their peers, and children felt shy when starting interactions. It proves that self-confidence in children has not been built and developed as it should. Likewise, other indicators, where children are not accustomed to obeying applicable regulations, are busy playing and neglect to complete tasks. So, it is necessary to have direction and guidance from the teacher to develop and improve the attitude of discipline and responsibility in children. The child's ability to interact and adapt with peers and recognize and understand the various feelings of himself and others must also be improved to achieve appropriate development for his age.

## Methods

Research data collection techniques using observation, semi-structured interviews and documentation. The research method used descriptive qualitative with informants consisting of

the principal, homeroom teacher, and group B children in TK Nurul Islam. Data collection was taken through observation in group B3 by recording, analyzing and drawing conclusions about children's development. Semi-structured interviews with principals and homeroom teachers by asking research-related questions to gather more in-depth information directly. Documentation was obtained through school records to strengthen observation and interview data—field data analysis using the Milles and Huberman model. Meanwhile, the data validity test used source triangulation and technical triangulation. In detail, the research design can be seen as follows:
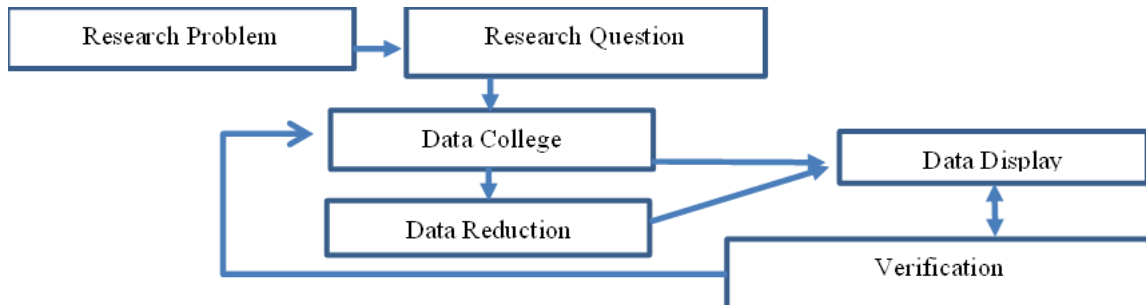


Figure 1. Research Design

## Result and Analysis

### The Dynamics of Children's Socio-Emotional Development During the COVID-19 Pandemic

Dynamics is a change that moves dynamically. It can be interpreted that the dynamics of socio-emotional development are changes that occur based on a condition where children given direct stimulation can better manage and develop their socio-emotional attitudes in the community. These changes occurred in B3 group children, where the change in learning from offline to online learning greatly affected their social and emotional aspects as a result of the COVID-19 pandemic, resulting in changes (dynamics) in the social and emotional aspects of children. As a result of previous online learning, when children return to offline learning at school, the child's development must be stimulated more deeply by the teacher so that it is known that the social and emotional attitudes of the B3 group have not developed well through interviews with the B3 homeroom teacher of TK Nurul Islam.

According to the achievement standards set out in the Permendikbud, a child's good socio-emotional attitude can already be seen when the child is 5-6 years old. At that time, good emotional and social attitudes were formed, such as self-confidence, being responsible, disciplined, being able to recognize feelings and enjoying playing with peers. However, because the socio-emotional aspect in group B3 has not developed well, the child needs help and guidance in developing social skills and emotional management. Based on the research conducted, it can be explained that the standard of achieving socio-emotional development of group children after doing offline learning is as follows:

### Confident Attitude

Instilling self-confidence in children needs to be developed from an early age so that children do not have problems in their socio-emotional development, such as the emergence of excessive fear and anxiety due to a lack of confidence in children so that children withdraw themselves from the association in the environment. The dynamics of the learning system through online to offline learning affect aspects of social and emotional development, one of which is an indicator of self-confidence. In this indicator, children in the B3 group in TK Nurul Islam have not developed well, as stated by the B3 homeroom teacher during the interview. Based on the interview, one student named "B" showed shyness and did not answer when asked by the teacher and was reluctant to come forward in front of the class when asked by the teacher.

According to the indicators listed in the Permendikbud, children aged 5-6 years have been able to show the ability to adapt to their environment. However, through observations in group B3, children still need the help and direction of the teacher to increase their self-confidence. Educators seek singing activities as one of the steps to foster a child's self-confidence. Singing activities that are carried out will affect the child's mood so that it helps the formation of a positive attitude. The teacher did an example of stimulation by asking the children, "who wants to come forward to lead the prayer?" there were some children who immediately raised their hands, and others showed very diverse expressions and responses. Some children kept quiet, and some wanted to do it with the teacher's help. Another activity to stimulate children's confidence is that the teacher asks the children to take turns spelling vowels and mentioning the numbers on the blackboard. The average child can do it with the help and guidance of the teacher. However, the teacher still encourages and ensures that the child can do it well. The role of the teacher in giving praise is also one form of growing courage to the emergence of an attitude of confidence in children in the B3 group TK Nurul Islam.

**Responsibility**

Parents' roles and parenting styles at home are influenced by their capacity to be responsible for children at school. The homeroom teacher conveyed this through interviews that previously, children did online learning, so when children did offline learning at school, children were still carried away with parenting patterns at home, where children did not have a good attitude toward independence and responsibility. Applying a responsible attitude to children from an early age will foster a positive concept, forming a more independent attitude.

Through observation, "AR" students have not been able to heed the rules in a class by placing their shoes in front of the entrance, not on the shoe rack. Therefore, teachers at schools get used to children before entering class. They must put their shoes and store them on the shelves that have been provided. That way, the teacher will reprimand and remind the child to put it in place provided so that the shoes are neatly arranged. The responsible attitude of the B3 group children needs to be reminded and developed by the teacher. Namely, the teacher asks the children to tidy up stationery and books and put them back in the place provided. Then, the child can learn to be responsible for something he does, for example, completing school work given by the teacher and taking responsibility for himself. In an interview given by the homeroom teacher, one of the students named "J" often could not stay still while doing assignments and had to be reminded many times to complete them. So, assistance and direction from teachers are needed by children.

**Discipline**

Discipline is a positive behaviour that can be applied through conditioning and habituation. Through habituation of discipline, children will easily remember the applicable rules and reach their socio-emotional maturity well because this habituation is carried out continuously. In order to implement the health protocol, TK Nurul Islam educators require children to make a habit of wearing masks and washing hands before entering class. The goal is for disciplined children to enter the school environment in a healthy condition.

Not being late for school is one of the disciplines applied in TK Nurul Islam. However, based on observations in group B3, several children are often late for school. For children who are late for school, the teacher will ask the reason and remind the children to leave on time tomorrow, so they do not miss their studies. In addition, in learning activities, some children are still challenging to teach to understand discipline, such as being busy chatting, disturbing other friends while studying, not wanting to complete the tasks given by the teacher, and not wanting to sit in their place. In applying discipline in group B3, the average child can do it with the teacher's help and still needs to be reminded.

**Play with Peers**

Children's growth in social and emotional attitudes is marked by the more often children play and converse with those around them. It happens when the child is 5-6 years old. With play activities,

children will learn to understand themselves, adjust to the environment, be cooperative and bring themselves to understand the manners that apply in their environment.

Through observation, some children in the B3 group at TK Nurul Islam have been able to socialize and interact with friends their age, but others have not been able to show closeness with their classmates. It can be seen when the teacher asks the children, what are the names of their friends in class, some children answer that they do not know, and some are just silent.

**Recognizing Feelings**
Children who can express their emotional abilities are a sign that they child has exemplary social and emotional achievements. Some emotions that can be shown in early childhood are joy, sadness, anger, fear, jealousy, curiosity and affection. An example found in group B3 children is that children can express the emotions they are feeling and express them when the teacher asks questions. It happened when the researcher observed the learning activities process; one child looked moody and lethargic. Then the teacher observed and asked about the students' feelings. "AG" and "AG" answered that he was bored. The child's achievement indicator is that he already knows what he is feeling. Not only knowing their feelings, but the teacher also provides teaching so that children have an empathetic attitude to understand the feelings of others and are willing to share. The teacher teaches that when one of the children in the class feels thirsty, he does not bring a drink. The teacher asked the children in the class, "does anyone want to share a drink with S?" there were different answers from each child, but most children just stayed silent. Some showed it with a shaking head, and one child was willing to share his drink with his friends.

In indicators of one's feelings, the average ability of children in TK Nurul Islam is starting to develop. Not only knowing their feelings, but teachers also provide teaching so that children have an empathetic attitude to understand the feelings of others and are willing to share. Although some children cannot express their feelings openly, the teacher provides direction and assistance.

The data in table 1 collected through observation, interviews and documentation in the table above can be seen in the socio-emotional development of children in group B3 during the COVID-19 pandemic at TK Nurul Islam Pasar Liwa Balik, Bukit, West Lampung. It can be seen in the indicators of child achievement listed in the table, namely the child's ability in the indicator of self-confidence is nine children have undeveloped abilities, six children can begin to develop, three children can develop as expected, and four children have excellent developing abilities. The ability of children in the indicators of responsibility is 11 children have not developed, five children are starting to develop, five children are developing as expected, and one child is developing very well. The ability of children in the indicator of discipline attitude is six children have not developed, 12 children are starting to develop, three children are developing as expected, and one child is developing very well. The child's ability to play with peers is five children have not developed, six children are starting to develop, eight children are developing as expected (BSH), and three children are developing very well. Six children have not developed, eight children are starting to develop, seven children are developing as expected, and one child is developing very well. The child's ability to recognize feelings is found.

So it can be concluded that the overall achievement of children's socio-emotional development from various indicators, namely, nine children have underdeveloped abilities, seven children can begin to develop, five children can develop according to expectations and one child can achieve very well developed. Therefore, as a follow-up to improving children's social and emotional aspects at school, teachers make various efforts to stimulate children's development to run optimally.

**Efforts Made by Teachers in Improving Children's Socio-Emotional Development**
Educators always try to be consistent and provide teaching for children's development towards maturity, especially during the COVID-19 pandemic. As a result of the COVID-19 pandemic in early childhood development, children's development cannot run as it should. The role of teachers in schools as educators must be able to develop and improve various kinds of developmental progress in children. One way that educators do this is to provide efforts to support the improvement of children's development towards further education levels, one of which is the

aspect of developing social and emotional attitudes. There are several methods of application by educators in seeking improvement in the social and emotional aspects of children, namely:

**Making Habits of Smiles, Greetings and Greetings**

When applying smiles, greetings and greetings, educators give examples every morning to students upon their arrival at school. Through interview activities, the teacher establishes habituation of smiles, greetings and greetings to teach moral values and produce a generation of people with character. Habituation of smiles, greetings and greetings can help children's social and emotional development towards the process of maturity because through this habituation. Children will experience interactions that are carried out through communication between peers or adults in their school environment to understand acceptable good behaviour. In this case, children are also trained to have a confident and courageous attitude. The goal is that children do not feel embarrassed or awkward when meeting with people around them, such as peers or educators. Children will also feel happy and excited when the teacher warmly welcomes their arrival. This habit dramatically affects children's socio-emotional development because, in practice, the teacher also directs children always to wear masks and wash their hands before entering class, thus teaching children to be disciplined to maintain their health and hygiene.

**Table 1. Observation Data of Children's Socio-Emotional Development**

| No. | Name | Self-confident | | | | Responsibility | | | | Discipline | | | | Play with Peers | | | | Recognizing Feelings | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Afifa | | √ | | | √ | | | | | √ | | | | | √ | | | √ | | |
| 2 | religion | √ | | | | | √ | | | | √ | | | √ | | | | | √ | | |
| 3 | Aqila | | | √ | | | √ | | | | √ | | | | | √ | | | | √ | |
| 4 | Arga | | √ | | | | √ | | | | √ | | | | | √ | | | √ | | |
| 5 | Arjuna | | | √ | | √ | | | | √ | | | | | | √ | | | √ | | |
| 6 | Asifa | √ | | | | √ | | | | | √ | | | √ | | | | | √ | | |
| 7 | Cloud | | √ | | | | | √ | | | | √ | | | | √ | | | | | √ |
| 8 | Beryl | √ | | | | | √ | | | | √ | | | √ | | | | | √ | | |
| 9 | Bilqis | | | √ | | | | √ | | | | √ | | | | √ | | | | √ | |
| 10 | Dhafita | | √ | | | √ | | | | √ | | | | | √ | | | | | √ | |
| 11 | Hafiz | | | √ | | | | √ | | | √ | | | | | √ | | | | √ | |
| 12 | Ikhsan | | | √ | | | | √ | | | √ | | | | | √ | | | | √ | |
| 13 | Kiankhan | √ | | | | √ | | | | | | √ | | | √ | | | √ | | | |
| 14 | Alfatih | | | √ | | | | √ | | | | √ | | | | | √ | | | √ | |
| 15 | Faqih | | √ | | | √ | | | | | √ | | | | √ | | | √ | | | |
| 16 | Lufna | √ | | | | √ | | | | √ | | | | | √ | | | | √ | | |
| 17 | Alwi | | √ | | | | √ | | | | √ | | | | | | √ | | | √ | |
| 18 | Nasril | √ | | | | √ | | | | √ | | | | | | √ | | | √ | | |
| 19 | Nayra | √ | | | | √ | | | | | √ | | | √ | | | | | | | √ |
| 20 | Sagitta | | √ | | | √ | | | | √ | | | | | √ | | | | √ | | |
| 21 | Shaqila | √ | | | | √ | | | | √ | | | | | √ | | | √ | | | |
| 22 | Taqiyyah | √ | | | | | √ | | | | √ | | | √ | | | | √ | | | |

Description:
1 = Undeveloped
2 = Start Growing
3 = Developing As Expected
4 = Very Well Developed

**Habituation of Memorizing Short Surahs**

Habituation is a learning process carried out continuously until it becomes permanent. An example of an emotional and social development aspect that can be improved through this activity is, during a joint memorization activity in class, the teacher invites children to come forward in front of the class to be an example to their friends as prayer leaders. In practice, every morning when memorizing activities is carried out. The prayer leader takes turns with another child.

Educators implement this to build a child's confidence when he dares to do it in front of the class. So that through this stimulation, children can form an attitude of confidence in themselves through rote activities that are carried out and can also dare to appear in front of their friends. In addition to increasing courage, these activities can teach children leadership skills from a young age so that when children grow up, they will be brave if they are assigned to be leaders. This activity also teaches discipline to children, where children must know the ethics when praying, which is required to sit quietly and neatly. Through memorizing short surahs, children's emotions can also be known according to their condition. From the child's body language and facial expressions, it can be seen that the children's expressions are excited when they do it, and some are embarrassed when they are appointed as leaders.

**Assistance to Students**

Mentoring in question is the provision of direction to students. The direction given is not merely a speech from the teacher to the child but a speech with examples of actions that occur at school. Children will better understand and catch the directions the teacher conveys if it happens directly. The direction is given by educators to children with a simple concept, namely, building an attitude of empathy. An example that can be applied directly is when the teacher tells students that one of his friends cannot study at school because he is sick, then the teacher invites the child to give a prayer to a friend who is sick for healing and invites other children always to maintain health. Invitations and directions the teacher gives are intended so children can have a sense of concern for friends.

Teachers teach through habituation in class, such as reminding children to always put footwear in the places provided, providing assistance and direction to get used to tidying up stationery when it is used, and getting children to complete tasks given by the teacher. In addition, the teacher also directs children to be responsible for themselves. Through positive actions, little by little, children will understand their feelings and the feelings of others, as well as the concept of good responsibility.

**Fun Learning Activities**

In developing understanding in children, learning activities designed by teachers must be arranged so that children easily accept them. A learning atmosphere that gives a feeling of pleasure, comfort and ability can help develop emotions in children. As did the B3 group teacher, in learning activities, the teacher seeks fun learning that can support the process of child maturity in social and emotional development. The learning while playing method is the proper method to apply. Besides that, the teacher also stimulates social and emotional development by sharing stories about children's experiences. Fun learning is when children feel happy and excited to do it. They are enthusiastic and focused and do not feel afraid when doing it.

Children play while learning activities in groups and will be divided into two teams. The child's task in this activity is to paste round origami paper into the ice cream picture. The way to play is that the children will line up neatly first. When the teacher gives the signal, one child from each team will come forward while on tiptoe using one leg. After that, the child will paste a round origami paper drawn with the ice cream that has been provided. If one child has finished pasting, take turns with the friend behind him who will come forward to continue completing the pasting activity. The first team to complete the activity will be rewarded with stars. Through these activities, children can understand the concept of cooperation with friends, strengthen friendly relations between one friend and another, and it is hoped that children will be able to condition their emotions. In this game, the indicators that can be developed are responsibility, playing with peers and getting to know feelings. When children do activities, it will directly stimulate children

to be able to complete tasks in groups. It means that children are taught to have an attitude of responsibility. Activities carried out with friends will undoubtedly affect social interaction with other friends, so children will enjoy playing games together. In addition, children will also know the feelings they felt themselves when doing these activities. Children who enjoy these activities will undoubtedly show body language and facial expressions that affect their feelings.

Another activity to develop children's social and emotional abilities is sharing stories about children's experiences. Children can share their opinions with the people around them and say how they feel according to their conditions. Through this activity, the aspect of children's social and emotional development that emerges is the child's sense of courage and the child's self-confidence to share their experiences.

## The Results of Efforts Made by Teachers in Improving Children's Socio-Emotional Development

In improving the socio-emotional development of B3 group children in several indicators such as self-confidence, responsibility, discipline, playing with peers and recognizing feelings, teachers who act as professionals should be able to educate and provide direction to develop all the potential of children who in the socio-emotional aspect. Through the approach to students in class, there are several efforts made, including habituation of smiles, greetings and greetings, habituation of memorizing short suras, mentoring students in class and fun learning activities. Based on this explanation, the results of the teacher's efforts in improving the socio-emotional development of children in group B3 can be presented in the following table 2.

**Table 2. Observation Data on Teacher's Efforts in Improving Socio-Emotional Development**

| No. | Name | Self-confident | | | | Responsibility | | | | Discipline | | | | Play with Peers | | | | Recognizing Feelings | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Afifa | | | √ | | | | | √ | | | √ | | | | √ | | | | √ | |
| 2 | religion | | √ | | | | | √ | | | | √ | | | | √ | | | | | √ |
| 3 | Aqila | | | √ | | | | | √ | | | √ | | | | √ | | | | | √ |
| 4 | Arga | | √ | | | | | √ | | | | √ | | | | √ | | | | √ | |
| 5 | Arjuna | | √ | | | | √ | | | | | √ | | | | √ | | | | √ | |
| 6 | Asifa | √ | | | | | | √ | | | | √ | | | | √ | | | | √ | |
| 7 | Cloud | | √ | | | | | | √ | | | √ | | | | √ | | | | | √ |
| 8 | Beryl | | √ | | | | | √ | | | | √ | | | | √ | | | | √ | |
| 9 | Bilqis | | | √ | | | | | √ | | | √ | | | | √ | | | | | √ |
| 10 | Dhafita | | √ | | | | | √ | | √ | | | | | | √ | | | | | √ |
| 11 | Hafiz | | | √ | | | | | √ | | √ | | | | | √ | | | | | √ |
| 12 | Ikhsan | | | √ | | | | | √ | | | √ | | | | √ | | | | | √ |
| 13 | Kiankhan | √ | | | | | | √ | | | | √ | | | | √ | | | | √ | |
| 14 | Alfatih | | | √ | | | | | √ | | | √ | | | | √ | | | | | √ |
| 15 | Faqih | | √ | | | | √ | | | | | √ | | | | √ | | | | √ | |
| 16 | Lufna | √ | | | | | √ | | | | | √ | | | | √ | | | √ | | |
| 17 | Alwi | | √ | | | | | √ | | | | √ | | | | √ | | | | | √ |
| 18 | Nasril | √ | | | | | √ | | | | √ | | | | | √ | | | | √ | |
| 19 | Nayra | | √ | | | | √ | | | | | √ | | | | √ | | | | √ | |
| 20 | Sagitta | | | √ | | | √ | | | | | √ | | | | √ | | | | | √ |
| 21 | Shaqila | | √ | | | | √ | | | | √ | | | | | √ | | | √ | | |
| 22 | Taqiyyah | | √ | | | | | √ | | | | √ | | | | √ | | | | | √ |

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## Discussion

A child's environment needs to be pleasant for them in order to restore their emotional and social instability. During early childhood, Entering the school environment, children will respond to or greet the teacher and their friends as they explained that child development is a child's learning process in adjusting to their environment (Syafi'i & Noviatus Solichah, 2021). A learning system from online to offline changes the environment for children when children at home do not interact much with other people, including teachers and friends (Aswat et al., 2021; Kusuma & Sutapa, 2020; Pujianti et al., 2021). It causes the social and emotional development of children experiencing instability.

The teacher's task is to make the child's socio-emotional development stable again and not experience a decline due to the changing learning system. Children's social and emotional development is not optimal because children do not get more stimulation and guidance at home. So that when the child returns to school, it is hoped that the child will get good stimulation, be able to adapt to the environment and friends and teachers at school and provide a comfortable atmosphere for children in the school environment.

The socio-emotional aspects of children experience problems caused by the transfer of the online learning system to offline learning (dynamics of socio-emotional development), thus causing the socio-emotional attitude of children in the B3 group to have not yet developed. It can be seen in the indicators of children's social and emotional development such as self-confidence, responsibility, discipline, playing with peers and recognizing feelings that have not developed optimally. This finding is in line with several studies which say that the pandemic period impacts children's socio-emotional development (Arzani et al., 2022; Rogamelia et al., 2022; Usman et al., 2021). Therefore, the role of educators in schools is vital in building and improving children's development, so that teachers make efforts to improve the socio-emotional development of children in the B3 group of TK Nurul Islam by providing methods such as the habituation of smiles, greetings and greetings, habituation of memorizing short suras, mentoring students and fun learning activities.

In its application, these efforts get results as expected by educators. Because fewer kids have underdeveloped skills, children's social and emotional development can improve due to "Developing Very Well." Teachers are expected to maintain the efforts applied as a reference in developing better children's abilities. These findings align with the findings of Nadlifah et al. that teachers or facilitators have an essential role in restoring children's socio-emotional post-pandemic with the learning carried out (Nadlifah et al., 2022).

## Conclusion

The research findings above conclude that the socio-emotional development of children in TK Nurul Islam during the COVID-19 pandemic has not developed well. Therefore, teachers improve after the COVID-19 pandemic with several methods, such as habituation of smiles, greetings and greetings, habituation of memorizing short suras, mentoring students and fun learning activities. Thus, after the COVID-19 pandemic, the socio-emotional development of children in TK Nurul Islam developed according to expectations and developed very well.

## Declarations

### Author contribution statement

Ejia Rahmatu Kirana conceived the presented idea. Dera Puspita developed the teory of Socio-Emotional development and early childhood education. Nadlifah verified the analytical methods. All authors discussed the result and contributed to the final manuscript.

## Funding statement

## Data availability statement

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

## Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## Additional information

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