



The Relationship Between Parental Communication Patterns and Children's Personal Social Development in Post-Pandemic COVID-19

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Article History

Submitted: 28-01-2024

Revised: 25-04-2024

Accepted: 29-04-2024

 doi.org/10.58545/jkki.v4i1.260

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Abstract

The growth and development of preschool-aged children need to be considered by parent, one of which is their personal social development. Social development at the preschool age is considered important because it will be an introduction to children's readiness to enter school. incorporating parents into the social development of pre-school age children, one of which is through good communication patterns. One of the post-pandemic conditions of COVID-19 can cause communication between parents and children to be not optimal. The research objective was to determine the readiness of parents through communication patterns as a mitigation strategy in children's social development in the post-COVID-19 pandemic. The research method uses quantitative research with a cross-sectional study approach. the study group in this study was 38 parents of children in Kindergarten Al-Hidayah V Mangli-Jember Kindergarten. Bivariate analysis using the Pearson correlation test used for this research. There is a very strong relationship between parents' communication patterns and children's social development. Parents have good readiness as a form of strategic mitigation in improving children's social development through good communication patterns in the post-COVID-19 pandemic.

Keywords: Communication patterns, Parental Communication, Personal social development, Children, COVID-19

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How to cite:

Merina, N. D., Sulistyorini, L., & Azizah, A. (2024). The Relationship Between Parental Communication Patterns and Children's Personal Social Development in Post-Pandemic COVID-19. *Jurnal Kesehatan Komunitas Indonesia*, 4(1), 68-78. <https://doi.org/10.58545/jkki.v4i1.260>

1. BACKGROUND

The age of preschool children is the stage of children aged 4-6 years (Gaffarovna, 2020). The preschool age phase is the most important phase in child development because in this phase children will experience rapid growth and

development even though each child has a different quantity and quality (Ibnu, Saleh, & Hidayanti, 2020). The age of preschool children influenced by stimulus aspects of development, several aspects of development that play an important role, namely motor development consisting of

gross motor and fine motor, personal social, and language (Septiani, Widyaningsih, & Igohm, 2018). The growth and development of preschool age children need to be considered by every parent, one of which is their personal social development (Visković & Zeleničić, 2024). Social development in pre-school aged children is considered important because it will be an introduction to the child's readiness to enter school. The social development of pre-school aged children includes relationships with other people such as parents, neighbors and peers (Melinda & Izzati, 2021).

Parents can build social and emotional development in pre-school aged children through game patterns according to their age development (Liyana, Rauf, & Bakar, 2019). The effect of this game pattern will have an impact on the emotional development of children. This emotional development will later influence children's behavior patterns in controlling their own emotions (Alwaely, Yousif, & Mikhaylov, 2021). The readiness of parents to communicate well with children as a form of strategy to improve children's social development needs to be studied further (Öngören, 2021). The reason is, several conditions can cause delays in communication between parents and

children that can have an impact on children's social development which is not optimal, one of the conditions is the current post-pandemic COVID-19 (Ghaisani & Salam, 2022). Some parents at Al-Hidayah V Kindergarten Mangli-Jember, complain that their children have deficiencies in interacting with other people, children tend to withdraw when they meet other people and prefer to watch TV or look at gadgets.

The transition period from the social development of children who were always at home to be outside the home needs supervision from parents. Therefore, parents must be prepared through good communication patterns so that they can become a medium with children in monitoring social developments in the post-COVID-19 era. This study aims to determine the readiness of parents through communication patterns as a mitigation strategy in children's social development in the post-COVID-19 pandemic. Through this research, parents will be able to measure the readiness of parents to know the extent of their child's social development so that they are expected to be able to improve communication patterns as a form of mitigation strategy in post-pandemic conditions which can have an impact on children's development.

2. METHODS

The study used an analytic observational design with a cross-sectional study approach. The research sample was 38 parents of children in Al-Hidayah V Mangli-Jember Kindergarten. This research has received an ethical permit through the Ethics Committee of the Faculty of Nursing, Universitas Jember 158/UN25.1.14/KEPK/2022. The data collection technique uses a questionnaire from Ayu (2019), its is observation of checklists and documentation which has been done for context validity in previous

research. Data analysis is presented with univariate and bivariate data analysis. Univariate analysis using euphoric data includes parents' age, parents' education, parents' occupation, information on child development, age of children, order of a number of children, parents' communication pattern, and children's social development shown in the form of frequency distribution and percentage. Bivariate analysis using the Pearson correlation test. The following are the stages of conducting research.

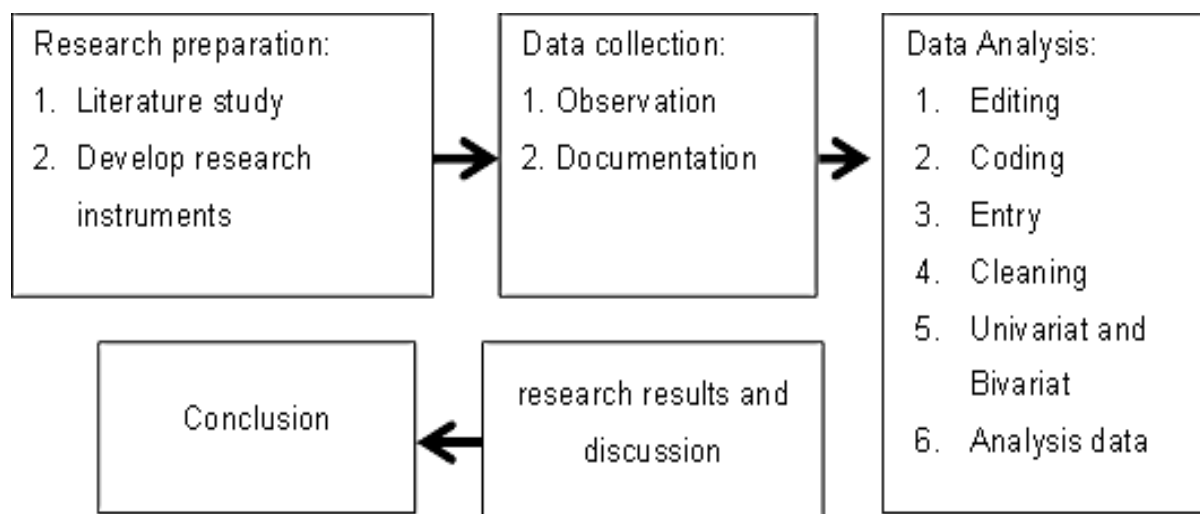


Figure 1. Diagram of research implementation stage

3. RESULTS

The research data was conducted from 38 parents as respondent parents of children at Al-Hidayah V Kindergarten Mangli-Jember. The results of the

demographic characteristics are as follows Table 1.

Table 1. Demographics of parental communication patterns

| Variabel | (n) | (%) |
|---|-----------|------------|
| Parental Age | | |
| 20 – 24 age | 1 | 2,6 |
| 25 – 29 age | 12 | 31,6 |
| 30 – 34 age | 9 | 23,7 |
| 35 – 39 age | 7 | 18,4 |
| 40 – 44 age | 4 | 10,5 |
| 45 – 49 age | 2 | 5,3 |
| 55 – 59 age | 2 | 5,3 |
| 60 – 64 age | 1 | 2,6 |
| Total | 38 | 100 |
| Parent Education grade | | |
| Primary School | 2 | 5,3 |
| Junior High School | 1 | 2,6 |
| Senior High School | 22 | 57,9 |
| D3/D4/S1/S2/S3 | 13 | 34,2 |
| Total | 38 | 100 |
| Parent Occupation | | |
| Housewife | 27 | 71,1 |
| Government Employees | 3 | 7,9 |
| Entrepreneur | 3 | 7,9 |
| Private Sector Employee | 2 | 5,3 |
| Health Workers | 1 | 2,6 |
| Educational Staff | 2 | 5,3 |
| Total | 38 | 100 |
| Get information on child development | | |
| Yes | 37 | 97,4 |
| No | 1 | 2,6 |
| Total | 38 | 100 |

The age of parents was dominated by the age group of 25-29 years, namely 12 people (31.6%). The last education of parents was mostly SMA/SLTA/equivalent graduates, 22 people (57.9%). Parents'

occupation 27 people (71.1%) are housewives. Parents who had received information about child development were 37 parents (97.4%).

Based on

Table 2 found that most parents had children aged 5-6 years (42.1%) and 24 children (63.2%) were firstborn.

Table 2. Demographics of children's social development

| Variabel | (n) | (%) |
|--|-----------|------------|
| Child Age | | |
| 4 – 5 age | 9 | 23,7 |
| 5 – 6 age | 16 | 42,1 |
| 6 – 7 age | 13 | 34,2 |
| Total | 38 | 100 |
| What order do you come in your family | | |
| 1 | 24 | 63,2 |
| 2 | 8 | 21,1 |
| 3 | 6 | 15,8 |
| Total | 38 | 100 |

Based on

Table 3 shows that the variable parental communication pattern was obtained at most with a moderate level of parental communication pattern in as many as 28 parents (73.7%). This parental communication pattern has an impact on

children's social development. This is indicated by the score of social development of children in which results show that around 27 parents (71.1%) have children with moderate social development.

Table 3. The relation of variables

| Variabel | (n) | (%) | <i>p-value</i> | correlation coefficient |
|---------------------------------------|-----------|------------|----------------|-------------------------|
| Parental Communication Pattern | | | | |
| Bad | 6 | 15,8 | | |
| Moderate | 28 | 73,7 | | |
| Good | 4 | 10,5 | | |
| Total | 38 | 100 | | |
| Children's Social Development | | | 0.036 | 0.811 |
| Bad | 5 | 13,2 | | |
| Moderate | 27 | 71,1 | | |
| Good | 6 | 15,8 | | |
| Total | 38 | 100 | | |

The results of the Pearson statistical test namely *p-value* 0.036 < 0.05, it meaning that there is a significant relationship between parents' communication pattern variables and children's social development. Based on

the analysis of the results, it can be seen that the correlation coefficient is 0.811, which means that the direction of the correlation is positive with very strong strength. This shows that the better the

communication patterns of parents, the better the social development of children.

4. DISCUSSION

Level of Parental Communication Patterns

The results of the research from questionnaire data regarding parents' communication patterns found that 28 parents (73.7%) of respondents had moderate communication patterns. This indicates that parents are capable of being responsive and encouraging children to express their opinions and provide explanations regarding good deeds towards children. These results also indicate that parental communication patterns have become a good strategy in preparing children's behavioral and social development in the post-COVID-19 pandemic.

Research conducted by Fitri (2021) stated that parental communication patterns during the COVID-19 pandemic tended to be permissive, namely freeing children's behavior according to the child's wishes to minimize the boredom of children who were only at home. This is what causes children to make their own decisions without parental supervision so that they are negligent in learning and choosing to play which results in disrupted

children's behavioral and social development.

Parental communication is important to be able to improve child development (Hidayah, Lestari, & Artha, 2022). The results of the research have been able to describe the communication patterns of parents in Kindergarten Al-Hidayah V Mangli-Jember which are authority, namely more responsive, respecting children's independence, and not limiting children's creativity will further enhance children's development. This means that parents have good mitigation strategies for optimizing their children's behavioral and social development in the post-COVID-19 pandemic. In line with this, parental communication with preschool children that is more open and positive will provide opportunities for children to develop more (Samfira, 2022).

Level of Social Development of Children

The level of social development of children was also found, namely, 27 parents (71.1%) had children with moderate social development. These results indicate that in the post-COVID-19 pandemic, children have good social intelligence, such as participating actively in activities, recognizing good and bad behavior, and

being able to recognize their social environment (peers, parents, family, and neighbors).

COVID-19 harms children's behavioral and social development. Research conducted by Jati & Sumarni (2020) shows that COVID-19 causes children to socialize less because parents limit them. The condition of children who are always at home will interfere with their motivation in their social conditions (Mak, 2021), children will be more likely to play in the house. In addition, decreased motivation to learn will decrease because they cannot gather with their friends which causes children to be more apathetic (Harjudanti, 2021).

The results of research on parents at Al-Hidayah Kindergarten showed that there were significant changes in children's behavior after the COVID-19 pandemic. By reopening kindergartens, children will become more developed so that children's social behavior will be more optimal. In line with this, social development cannot be separated from the role of parents in supervising children so that they can develop children's social skills such as telling stories and being more open to conditions and activities carried out in their social environment (Jati & Sumarni, 2020).

Correlation of Parental Communication Patterns with Children's Social Development

The correlation between parents' communication patterns and children's social development shows a ρ value of 0.036 <0.05. This indicates a relationship between parental communication patterns and children's social development. This relationship has a coefficient of 0.811 which means that the relationship between the two variables is very strong. The results of this study indicate the readiness of parents through good communication patterns with children as a strategy in the aftermath of the COVID-19 pandemic to be able to develop more optimal social and behavioral children.

Parents' readiness for intense communication patterns in the post-COVID-19 pandemic for children can provide opportunities for children to be able to practice empathy skills from an early age (Aryani, 2021; Iin & Putri, 2022). In line with this, through a sense of empathy, it will be able to provide value to children that through communication carried out by parents will establish a good relationship with children. Based on Azis & Fawaida (2021) said that parents are a place of learning for children, the relationship between parents and children

can be carried out through good communication. With communication will make children more skilled in their social environment so that they can develop healthy and cognitive attitudes (Pertwi, 2022), well in their peer group (Desmita, Diyenti, & Dinesh, 2023).

5. CONCLUSION

Parental communication patterns have an impact on children's social development. Research conducted at Al-Hidayah V Kindergarten Mangli-Jember found that a relationship between parental communication patterns and children's social development. This research shows that parents are well prepared as a form of mitigation strategy in improving children's social development through good communication patterns in the post-COVID-19 pandemic.

AUTHOR CONTRIBUTIONS

Substantial contributions to conceptualization, data curation, analysis: Nuning Dwi Merina, Lantin Sulistyorini, and Aufa Azizah. Supervision Writing - review & editing: Nuning Dwi Merina and Aufa Azizah. Manuscript revisions: Nuning Dwi Merina.

ACKNOWLEDGMENT

We would like to thank you for the Faculty of Nursing, University of Jember that facilitate research activities.

CONFLICT OF INTEREST

The authors declare no conflict of interest for this publication.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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