

Conference Paper

Children's Social Competence Learning Strategies for Building Mental Health During Covid-19

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Abstract

The corona virus pandemic has a huge impact on the mental health of children. Social competency for children is the extent to which children are effective in their social interactions with others, including creating and maintaining social relationships, showing cooperative skills and flexibility, and adjusting behaviours to meet the demands of different social contexts. This study aims to shed light on how strategies can be used to build a child's social competence in a pandemic- and post-pandemic world. The solutions used for strategies to build children's social competence are with a wide range of solutions, including: 1) a systemic approach, 2) building positive relationships, 3) creating a supportive environment.

Keywords: Learning Strategies, social competence, mental health, Pandemic covid-19

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1. Introduction

Corona virus disease 2019 or often known as covid-19 is a mysterious new disease originating from Wuhan China (Zhang, Jiang, Yuan, & Tao, 2020). There are many 144,945 people of Covid-19 cases or patients in Indonesia up to August 19, 2020 (Maharani, 2020). Impact to of negative impacts on mental health, particularly in vulnerable individuals. In this paper, the authors focus on learning strategy social competence for. This has impact to life in society, both in the economic, social, and educational fields. Many different problems lead to stress and psychosocial problems. This incident certainly affects therapeutic work during the coronavirus pandemic, social transmission, relational stressors due to isolation, sadness during isolation, such as fear of the virus, fear of death, financial challenges, and transition to new habits (McBride, Joseph, Schmitt, & Holtz, 2020).

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The early age is the golden age. This golden age is the first five years of a child's life often referred to as a window opportunity, or critical period. 80% of a child's brain intelligence can be obtained at the golden age. Golden period is a golden age of child growth that occurs once in human life. At this time the child's brain develops very rapidly, where most brain cell tissue serves as a controller of every human activity and skin. Children respond and quickly learn new things by exploring the surrounding environment.

Children are also state assets. On their shoulders bear the responsibility and survival of the country and the nation. If from an early age, the child is equipped with a good education and values then one day the child will be able to recognize the potentials that exist in him so that they can develop that potential and contribute the potential that exists to him for the progress of this nation and country in order to be able to compete in the era of globalization.

The effort of a country to face the challenges of globalization is to prepare a reliable Human Resources (HR) that is able to face these challenges. Human Resources should have been prepared as early as possible by paying great attention to education from an early age. The attention given must be holistically and integratively. Holistic, meaning to provide services to children including nutrition, health, education and psychosocial. Integrative means providing services not only to children but also to families and communities around the child as a unit that supports the development of children.

Studies on the psychological impact of pandemics show evidence of negative impacts on mental health, especially social mobility. Most teachers experience problems in terms of: academic problems of students, children have not been independent in participating in non-academic activities, caring with less friends, the ability of children to interact with the environment is still low, the child's emotional ability in self-adjustment, skills in developmental aspects are not stable.

Social competence for children if they can have responsible behaviour, independent or not dependent on others, able to cooperate, behaviour has a certain purpose, and is not impulsive. While the child can be said to be incompetent if his behaviour is as good, unfriendly, as well as opposition. The social competence of the child of a sedentary positive mood, self-esteem, social responsibility that includes the ability to interact with adults, helpful behaviour towards peers and moral maturity, orientation to achievement, leadership attitude towards peers, and goal-oriented and persistent behaviour. Thus, children's social competence is very important to be built and improved early on. The component of CSC are self regulation, interpersonal expertise and abilities (Suharni et al., 2020).

So far in Indonesia, children's social development gets less attention compared to emotional development, especially cognitive development, whereas social development plays a role that is no less important than the development of the other two aspects. Good social competence at an early age has proven to be a predictor for healthy self-adjustment in later life spans, while poor social competence has proven to be a predictor for criminality and psychopathology in adolescence.

Education is a tool in achieving happiness and well-being for all mankind, a quality education will reflect a peaceful society that advances and leads to constructive traits. On the other hand, education is also the driving wheel so that the culture and habits of each age become changed following the changes gained from education itself. If you want to achieve a better life, surely education is the answer, because from education to doing creative things, innovative in tinging every development of the times.

Education in Indonesia should go all the way. With regard to critical children still lacking, lacking analytics in dealing with problems, dealing with problems only limited to criticism. Another thing to note is how education can run according to the stages and development of children, especially those who need attention, because early childhood is also an asset of the nation that must develop its potential in accordance with the purpose of education.

2. Method

Writing article uses a qualitative research approach, secondary using data from several works of literature, books, and websites, such as articles that are following research studies. This approach is taken to determine learning strategy social competence for building mental health in during the pandemic Covid-19. Data analysis through several stages, namely: 1. Performing data simplification, 2. Displaying or presenting the processed data for conclusions (Miles & Huberman, 2012; Wiyono, 2007) The data findings will be presented descriptively as a feature of qualitative research (Miles & Huberman, 2012; Wiyono, 2007)

3. Result and Discussion

Social competence is defined in early childhood literature as the extent to which children are effective in their social interactions with others, including creating and maintaining social relationships, showing cooperative skills and flexibility, and adjusting behaviour to meet the demands of different social contexts (Fabes, Gaertner, & Popp, 2006;

Rubin & Rose-Krasnor, 1997). This realm reflects pro-social children's skills and abilities, including the ability to recognize social cues; get along positively with peers and adults through working together, listening, choosing, and starting and nurturing conversations; treat others fairly; engage in social problem solving; understand the rights of others; distinguish between incidental and intentional actions; and balance one's own needs against the needs of others.

3.1. Social Competence in Factors Cognitive

From two interconnected perspectives involved in social competence are cognitive factors. First, cognition reflects the mind, including a person's knowledge of what social situations to expect in terms of different behaviours, content, and roles). The second is the interpretation of one situation (for example, the taking of perspective and attribution about the cause of the event or behaviour). On a more basic level, cognition also embodies neuro-psychological cognitive abilities, including but not limited to attention, executive function, processing speed, and visual-spatial processing. Importantly, both levels of cognition are not rather, independent, they interact in transactional ways to social competence support.

Thought processes related to social competence

The three areas of cognition related to social competence are schemes, attribution, and theory of mind. The scheme reflects knowledge of the rules/expectations of social situations. They can be developed based on a child's personal or adolescent experience or the observations or experiences of others and basically assist the child (and adults) so that they do not have to experience the situation as novel every time it is encountered in predicting what will happen in a particular social situation. An example what to expect when they play a board game of this would include a child knowing broadly (e.g., sitting, taking turn, following the rules, etc).

In (Kostelnik, Whiren, Soderman, Rupiper, & Gregory, 2014)Bronfenbrenner & Arnett explained that we must consider how those forces join, to influence the child's life to guide the child's social development and behavior effectively.

Children in life are a series of concentric rings, with children centered. There are four different social systems: microsystem, mesosystem, exosystem, and macrosystem. Moving beyond the child's self, the microsystem contained in the exosystems, the mesosystem embedded in the macrosystem. The description of each system is separate as follows:

3.2. Microsystems

The most basic social system is the microsystem. This includes people, materials, activities, and interpersonal relationships the child experiences directly in the face of settings such as home or school. At various times in their lives, children participate in some or all of the following micro systems: 1) Immediate or extended family settings; 2) Childcare program; 3) churches, mosques; 4) sports communities and more.

From still-each social environment above the child through gets social experience interaction with things and others. Three microsystems that are very important to the child early in life are: family, peer group and settings early childhood.

The family is the primary and first teacher for the child. Families who have to meet the physical needs of the child, nurture the child, and socialize them. Family members have a long-term attachment to children, providing links to their past as well as visions for their future. Parents are the child's model for behaviour and role, intellectual stimulation and beliefs and value frameworks. The initial attitudes of society, employment, education, and society faced by children in the family. This mickro system function can take place through direct teaching and using constructive and indirect ways, more or less successfully. In addition, most of the environmental influence is through family, as families have an important role to play in encouraging, regulating, obstructing a child's ability to interact with peers or in other formal activities. No choice to make, families play a leading role in transmitting to the behaviour of the child, the views, beliefs, and ideas held and accepted by the society in which they live. Caregivers, teachers and adults providing additional opportunities for social learning for children can become attached to friends Caregivers, teachers and adults providing additional opportunities for social learning for children can become attached to friends.

3.3. Meso systems

A child joining a relationship will form a child mesosystem. Children's may be involved in a system that includes homes, schools, peer groups, childcare programs, and more. Other child mesosystems may belong to some of the same elements as well as other specific microsystems in their lives. As the child's meso system develops, the influence of each setting is also a affects the aim. Thus, affects the household environment the social learning of children in vice versa and school.

3.4. Exo systems

Exo system is a thing that represents a relationship that is not experienced directly, but also affects the social competence of the child. For example, the child does not serve the city council, but the policies made by the kora council affect the child's home, education and recreation.

Another common exo system is their parents' workplace for children. Performed by the father or mother in his or her work also affects the child. The atmosphere of the parent's day, stress levels, income and time available to relax are the factors of the money-related exo system affecting the child. Instead, child scout groups, basement elementary classes, and ballet classes serve as exo systems for older ranges who participate in this arrangement. Next, what happened to the neighbourhood came back to the child. The end, all these elements have an impact on the development and social behaviour of the child.

3.5. Macro system

The larger of all systems is the system. Culture is the biggest aspect that affects the macro system. This culture is defined not by the physical environment, but by shared values, beliefs, laws, and traditions among people and groups of people. With culture, people can share certain values, traditions, and beliefs.

Macro system beliefs vary greatly from community to community or in society and between different subcultures. A child's social competence can be improved when they are on communication between the arrangements that make up their system e.g. family members talking to teachers, teachers talking to parents and so on. The communication helps parents and early professionals gain a more complete understanding of the child and coordinate it as their efforts so that the child experiences the same expectations and approach in each of these interventions. From this it will be beneficial for the child. Conversely, when this is poorly understood, it means that adults have not provided complete information in accordance with the expected purpose. Both circumstances improve the child's development. This is important in helping children communicate with the cultural/environmental community as a relevant centre for child development.

3.6. Learning Strategy For Building Mental Health

Social competence is defined in early childhood literature as the extent to which children are effective in their social interactions with others, including creating and maintaining social relationships, showing cooperative skills and flexibility, and adjusting behaviour to meet the demands of different social contexts (Fabes et al., 2006; Rubin & Rose-Krasnor, 1997). This realm reflects pro-social children's skills and abilities, including the ability to recognize social cues; get along positively with peers and adults through cooperation, listening, picking, and starting and maintaining conversations; engage in social problem solving; understand the rights of others; treat others fairly; distinguish between incidental and intentional actions; and balance your own needs with the needs of others.

3.7. Building positive relationship children

In helping positive relationships to children the first and most important step in promoting the child's social competence is adults who are able to establish relationships and have a sense of care with the child (Fox, Dunlap, & Cushing, 2002). The broadest phase of the Pyramid of social support is positive relationships (Hemmeter, Fox, Jack, & Broyles, 2007). This is because the child needs to feel psychologically safe and safe to learn the best and thrive (Goleman, 2006). A consistent trust relationship with adults will provide a sense of comfort to the child. Children who know that they have been wrong in themselves begin to learn to tolerate and will learn and get encouragement from adults so that it is open to learning new things, such as how to express their emotions with words, how to wait, or how to treat others with kindness. Children who often feel frightened and always suspicious are less likely to absorb such lessons. Children who feel dissed or are not considered incompetent will also do the same. As a result, children who feel comfortable receiving warm relationships with adults are more likely to improve their social abilities and be able to adjust positive behaviours over time (S. Denham, 2006; S. A. Denham, Bassett, & Wyatt, 2007). Children who do not have a comfortable relationship are more likely to display behavioural problems, have less tolerance and are more likely to be frustrated, and tend to show worse social skills with their friends.

Stage two of the social support pyramid involves creating a supportive physical and verbal environment. The physical environment is a powerful force for child social support. This physical and verbal environment affects how we feel and what we do, determines how our processes interact with others, and will be able to measure how

much we can achieve our goals Stage two of the social support pyramid involves creating a supportive physical and verbal environment. The physical environment is a powerful force for child social support. This physical and verbal environment affects how we feel and what we do, determines how our processes interact with others, and will be able to measure how much we can achieve our goals (Weinstein, Romano, & Mignano, 2007). This is the case for everyone, but especially for children. Environmental elements such as colour, light, materials, room settings, sounds, and routines also affect the child's prosocial behaviour. In order for children to interact comfortably, children behave in a socially acceptable way, and the opportunity to practice skills related to self-regulation can be done by making well-planned early learning arrangements. This is the case for everyone, but especially for children. Environmental elements such as colour, light, materials, room settings, sounds, and routines also affect the child's prosocial behaviour. In order for children to interact comfortably, children behave in a socially acceptable way, and the opportunity to practice skills related to self-regulation can be done by making well-planned early learning arrangements.

What greatly affects children's social behaviour is how adults are able to align non-verbal and verbal communication to the child. It can be seen from how adults talk to the child, how well they listen to what the child is saying and the extent to which they use language to expand the child's social understanding. In teaching and learning, attitude and tone are just as important, if not more important, than the exact word you choose. Similarly, the word can harm, heal, support, or reduce a child's sense of well-being and confidence. This pyramid promotes self-awareness as well as the development and communication of language is a nonverbal and verbal strategy connected to the social support phase (Hemmeter & Ostrosky, 2003; Kostelnik et al., 2014; Sugai et al., 2000).

3.8. Implementation strategy Learning in Education

In order for mental health programs implemented in schools to continue, it is important to develop the school system systematically (Adelman & Taylor, 1999).

In the promotion of mental health in schools, its success is placed on the operating core, namely teachers. Thus, teachers in schools that promote health need to gain capacity for professionals to overcome learning barriers in students while promoting mental health, through the curriculum outlined in the daily actions/ activities in the school (Karyani, 2016).

Mental health in education is expected to help with life and education issues (Hanurawan, 2012). There are several educational strategies that can be used to develop students' mental health in an educational environment:

1. Make sure the child gets regular and sufficient time to schedule activities at school. In this case the schedule of activities provided must be arranged agronomies
2. Nutrition for the intake of quality food and beverages should be given to the child. Because the physical state of the disorder can affect the mental health of the child
3. Students and other school components do not consume caffeine, alcohol, cigarettes and addictive substances that can disturb an individual's physical and psychological health
4. There are opportunities and times and regularity in physical activity such as physical activity or exercise. Through body people can be helped to have good self esteem and a more positive body image.
5. There are spiritual activities in the school such as daily worship, meditation, prayer and religious tourism. Through this activity can have a positive impact on the mental health of children
6. Availability of professionals in the scope of education to help students who are experiencing problems. These practical personnel such as school counselors and school psychologists.

4. Conclusion

The covid-19 pandemic has had an impact in many aspects of life. It's an impact on education. One of the concerns is the social competence of the child. With social distancing will complicate the social competence of the child. But many things can be done by parents, teachers, schools and the community to remain petrified of the mental health of the child, especially on the development of social competence. In this case the child can be given a learning that suits his/her needs.

Children's social competencies can be built/developed. Socially, children who have positive relationships with teachers and peers in the classroom become accustomed to playing with children of varying degrees of ability and can bring their experience and prestige as they move forward into early childhood education, representing a meaningful and lasting impact in our field and children and families in providing learning social competencies. Preschool provides key opportunities to understand and influence

the social competency system that is the basis of many aspects of a child's future development.

Furthermore the family has an important role in helping the child. Parents should have great strength in motivating the child. In helping the social competence of the child can help the child more able to.

Teachers and parents can strengthen this foundation by engaging in practices that maintain culture, directly teach a variety of social skills in accordance with or in addition to the preschool curriculum, utilizing interventional practices to avoid or relieve punitive practices, and by engaging in collaboration. Professional development, support, and intervention systems. Without adequate preparation, professional development, and integration of intervention efforts in the collaborative system of teachers, children, and family support, preschool educators are unlikely to meet the social competency needs of all children in the classroom.

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