

Status of the Cognitive and Socio-emotional Aspects of Students in the Covid-19 Pandemic

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Abstract:

Cognitive and social emotional become a central aspect for students to develop towards maturity. This study aims to determine the development of cognitive and social emotional aspects of students during the COVID-19 pandemic. The method in this study is a descriptive method with a quantitative approach. The population in this study were all students of the State Elementary School 2 Wates, Kulon Progo Regency, Yogyakarta Special Region. The data collection technique in this study was a questionnaire. Data analysis in this study is descriptive statistics. The data were analyzed using statistical software application package for social science (SPSS) version 24 (chicago, IL, USA). The results of this study indicate that the cognitive aspect with respondents' answers are Very Good (SB) 1.20%, Good (B) 2.50%, Less (K) 0.1%, and Very Less (KS) 0.05%. Then the results of the socio-emotional aspects of students showed Very Good (SB) 2.80%, Good (B) 1.90%, Less (K) 0.07%, and Less Once (KS) 0.04%. So it can be concluded that the status of the cognitive and social emotional aspects of the students in this study was in the very good category. This is a good guide to the process of developing the cognitive and social emotional aspects through digital technology even though the world is facing the Covid-19 pandemic.

Keywords: cognitive, social emotional, students, covid-19.

INTRODUCTION

Humans as living beings will of course experience phases of growth and development from various aspects such as physical, mental, psychological, emotional, cognitive, ethical and social (Holzberger et al., 2019). Individual development continues throughout the human life cycle until individuals experience maturity from various aspects such as cognitive, social emotional, physical, and ethical (Beatty & Campbell-Evans, 2020). The development of a human being certainly has various differences, but there are two common things that will be experienced by a human being, namely evolution or a period of growth and involution or a period of decline. Evolution occurs at the beginning of human life and involution occurs at the end of the human life journey (Endicott,

2019).

Humans are born with various theories attached to the person, for example the theory of John Lock which states that "humans are born like white paper and will be filled with various things during their life. The Renecartes theory says that humans are thinking creatures (Brown, 2020). As a thinking creature, you must believe in yourself with the various attributes attached to that person (Clark & Winegard, 2020). In principle, students or children have different tempos and developmental rhythms, for example, some are fast and some are slow (Guttmanova et al., 2017). However, the tempo and rhythm of development are different, but each student has a common line of development, for example: Person A walks at the age of 1 year, Person B

runs at 1.5 years in the sense that the development of the two has a close or small difference (Fomby & Musick, 2018). The equation for tempo and rhythm is the age of entering elementary school according to government regulations, a child must be 7 years old.

In the midst of the covid-19 outbreak that is sweeping the world until now, forcing all activities to be limited in space, including the learning process on a regular basis, this causes various kinds of anxiety that hit society in general and specifically on individuals or students, which will then have an impact on the community. Various aspects including the process of cognitive and social emotional development in students (Jena, 2020). Corona virus or also known as novel coronavirus was first identified in Wuhan, China and then given the name corona virus disease 2019 and abbreviated as COVID-19 (Rahardi, 2020). "CO means corona, VI means virus, D means disease or disease (Hakh, 2021; Van Tongeren & Showalter Van Tongeren, 2021). Covid-19 is still a descendant of Severe Acute Respiratory Syndrome (SARS) (Chen et al., 2020; Rajkumar, 2020). Until now, WHO has recorded at least 8 variances that have appeared in several countries in the UK, with alpha, beta, African, Gamma Brasil, Indian delta, Peruvian lambda, American Iota, Indian kappa, and eta variants being variants that spread to parts of the world including Indonesia. (Akbar et al., 2021).

The cognitive aspect is a very dominant part in the world of education from elementary school to university level (Utami et al., 2020). Cognitive is part of the psychomotor and affective aspects (Forbus et al., 2017). Cognitive development is the basic foundation for the ability of students to think, because it is closely related to the intelligence of students (Eka Wiratna & Hamdiah, 2020; Stump et al., 2014). Cognitive development is the main reference in the success of students in education (Dziuban et al., 2018). So that cognitive development is always honed consistently and repeatedly to get good quality thinking (Alqahtani & Rajkhan, 2020). Thus, students can understand every science given by the teachers to the maximum (Saminan et al., 2019).

In principle, students have various aspects of

development, one of which is social and emotional (Lathifah S & Usman, 2019). Socio-emotional is one element that is very important for students. So that social emotional is one of the factors in determining the success of an individual or student (Peled, 2019). Literally the words social and emotional have different meanings, but the two words cannot be separated from the personality of a student, because the two words are mutually offensive to one another (Aldrup et al., 2020). The social-emotional aspect of children is well developed, so it will increase self-confidence, socialize and control emotions carefully (Kristianto & Suharno, 2020). So that the cooperative role of parents, teachers, and the environment will affect the socio-emotional development of students (Sun et al., 2020).

The originality in this study was to identify the development of cognitive and social emotional aspects of students at the State Elementary School 2 Wates. Cognitive ability is a process that occurs internally in the central nervous system when humans are thinking. According to Abdurrahman cognitive abilities develop gradually, in line with physical development and the nerves that are in the center of the nervous system. One of the most influential theories in explaining cognitive development is Piaget's theory. Piaget (1988, 34) says that Cognitive is a process that occurs internally in the central nervous system when humans are thinking. This cognitive ability develops gradually, in line with physical development and the nerves that are in the center of the nervous system.

One of the most influential theories in explaining cognitive development is Piaget's theory. "Jean Piaget, who lived from 1896 to 1980, was a Swiss biologist and psychologist. He was one of those who formulated a theory that could explain the phases of cognitive development. This theory is built on two points of view called the school view structuralism (structuralism) and constructive flow (constructivism). The structural flow that characterizes Piaget's theory can be seen from his view of intelligence which develops through a series of developmental stages marked by the development of the quality of cognitive structures. Constructive flow can be seen from Piaget's view which states that children build abilities cognitive through their

interactions with the world around them.

In this case, Piaget equates children with researchers who are always busy building their theories about the world around them, through their interactions with the surrounding environment. The result of this interaction is the formation of a cognitive structure, or schemata (in the singular form is called a schema) which starts from the formation of a logical thinking structure, then develops into a generalization of general conclusions). Development is a cumulative process. That is, previous developments will be the basis for further developments. Thus, if there are obstacles in the previous development, the next development will get obstacles. Piaget divided cognitive development into four phases, namely the sensorimotor phase, the pre-operational phase, the concrete operations phase, and the formal operational phase.

Based on this background, in general, this study aims to describe the cross-sectional development of students' cognitive and social emotional aspects during the Covid-19

METHOD

Research Design

This study uses a descriptive method with a quantitative approach (Powell, 2020; Sugiyono, 2016, 2017; Watson, 2015). This method is closely related to three series, namely interviews, observations and the distribution of questionnaires based on conditions during this pandemic, or the subject to be studied (Sugiyono, 2013).

This research has a foundation with previous research (Maria & Amelia, 2014) "The Development of Social-Emotional Aspects and Learning Activities that are Suitable for Children aged 4-6 Years" This research was carried out under normal circumstances and the learning process was face-to-face, and the research point it only focuses on the Socio-emotional aspect not involving the cognitive. The second researcher also only examined one aspect of "Analysis of Cognitive Development of Elementary Age Children and Its Implications in Teaching and Learning Activities" (Bjuri, 2018). Thus, this research needs to be carried out to determine the development of cognitive and social emotional aspects in students during the Covid-19 pandemic. The differences between this research and previous research are: the research subject, the research place, the time and the research situation.

pandemic. Specifically, this study aims to determine whether the COVID-19 pandemic affects the development of students in both cognitive and social emotional aspects.

Research Subject

This research was conducted on students of the State Elementary School 2 Wates, Kulon Progo Regency, Yogyakarta Special Region. This research took place for 2 months, from March 2021 to April 2021. The population in this study amounted to 40 students taken from two classes, namely grade 4 and grade 5. In detail, the entire population was sampled in the study, namely 40 students. In detail, the general description of the respondents can be seen in table 1 below.

Table 1. Respondents by Gender

No.	Gender	Number of Respondents
1.	Man	22
2.	Female	18
	Total	40

Data collection

Collecting data in this study researchers used two research instruments, namely: interviews

and questionnaires. To obtain the instrument in this study, the researcher used an existing instrument, namely (Arikunto, 2010), because the instrument was valid and reliable. indicators

to measure cognitive and social emotional aspects in this study use children's success in following the learning process, for example students can complete assignments, students feel happy when following the learning process.

Data Analysis Technique

The data analysis technique in this study used descriptive statistical analysis techniques. This analysis technique results in this study describing the data that has been collected but without making conclusions in analyzing the data. However, later the dependent variable and the independent variable will appear. Then each variable in this study the researchers provide a description. Data analysis technique is an activity after data from all respondents or other data sources are collected. Then the data in this study were analyzed using statistical application package software for social sciences (SPSS) version 24 (Chicago, IL, USA). The data analyzed came from the

distribution of research questionnaires.

RESULTS AND DISCUSSION

The data obtained were analyzed descriptively in terms of cognitive and social emotional development theory in students. To analyze the data from the questionnaire, the scores of 1 and 2 are in the low category, in the sense that scale 1 is categorized as Very Poor (SK) and 2 is categorized as Less (K) while 3 and 4 are in the high category. In other words, 3 is categorized as Good (B) and 4 is categorized as Very Good (SB). Then the data collected was analyzed statistically using the SPSS version 24 application.

Results

A descriptive analysis of the cognitive and social emotional development of students is presented in table 3 below.

No.	Indicator	Number of items	Question criteria							
			SB	B	K	KS	Average score	TC	Description	
			F %	F %	F %	F %				
1.	Cognitive	9	120 1,20	250 2,50	10 0,1	5 0,05	4,60	85,50%	Very good	
2.	Emotional Social	8	280 2,80	190 1,90	7 0,07	4 0,04	4,90	90,10%	Very good	
Average Score		17	400 4	442 4,4	17 0,17	9 0,14	9,50	96,5%	Very good	

Table 2. Number of Respondents about Cognitive and Social Emotional

Based on table 2 above, it is known that research data on the development of cognitive and social emotional aspects of students in the midst of the covid-19 pandemic obtained an average score of 9.50% with an achievement rate of 90.10%. The total average score and achievement level figures show that in general the development of cognitive and social emotional aspects is very good in the sense that in the midst of the COVID-19 pandemic, cognitive and social emotional development in students has increased even though, students are in a pandemic. Then the two aspects of the

students are presented in the form of the diagram below.

1. Cognitive Aspect

The results of research on cognitive aspects of students during the Covid-19 pandemic with an average score of 4.60% and an achievement rate of 85.50% the score obtained in the study was in the very good category, then the percentage of total answer choices for the criteria instrument Very Good (SB) 1.20%, Good (B) 2.50%, Poor (K) 0.1%, and Very Poor (KS) 0.05%. Then the cognitive aspects of

the results are depicted in the circle diagram below:

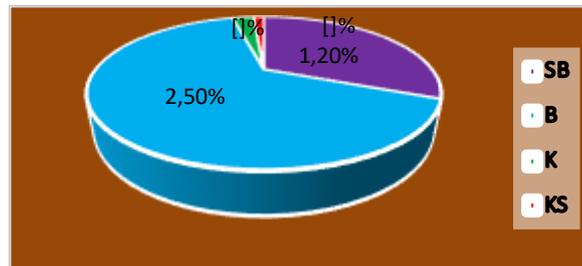


Figure 1. Cognitive Aspect

2. Social Emotional Aspects

of students during the Covid-19 pandemic with an average score of 4.90% and an achievement rate of 90.10% the score obtained in the study was in the very good category, then the

percentage of total instrument answer choices Very Good (SB) 2.80%, Good (B) 1.90%, Poor (K) 0.07%, and Very Poor (KS) 0.04%. Then the socio-emotional aspects of the results are depicted in the circle diagram below:

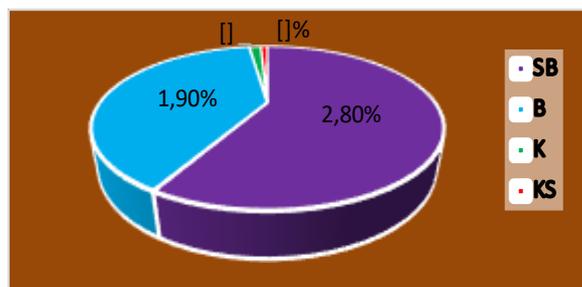


Figure 2. Social Emotional Aspects

DISCUSSION

The results of this study indicate that the development of cognitive and social emotional aspects of students during the COVID-19 pandemic has increased, this is evidenced by the results found by researchers and have been illustrated in diagrams one and two. Thus, researchers can draw conclusions even though in the midst of the COVID-19 pandemic, the development of cognitive and social emotional aspects of students does not experience interference. Cognitive is fundamental for students to think (Harun, 2020). Although the activities of students are free or the space for movement is not too large, both cognitive and social emotional aspects are well developed and do not experience a discrepancy felt by students (2021; Pratiwi, 2021). Cognitive is always closely related to two factors, namely environmental factors and the maturity of an individual (Calcaterra et al., 2021). Both of

these factors will affect the development of cognitive aspects in students (Behel & Raje, 2021).

Cognitive development is influenced by several other factors including heredity, formation, interests and talents and freedom (Manolachi & Budevici-Puiu, 2016). The above factors will be experienced by an individual when he reaches good thinking maturity.

The increasing age of students will affect their cognitive development (Ansari et al., 2020). This can be seen from the subject's average age of a dozen years, if based on Piaget's theory of cognitive development, this study is in the process of developing cognitive aspects at stages 3 and 4, namely ages 7-11 years and 12 years and over (Lee & Tea, 2019). Thus the development of cognitive aspects in a student experiences a change in a positive direction or better, it does not have to be a student in a

comfortable and safe atmosphere, for example at this time, cognitive development in students in the midst of the covid-19 pandemic is in good condition or not. impaired (Daniel, 2020). This is because cognitive development involves several factors such as heredity and environment (Joshi & Shukla, 2019).

The socio-emotional aspect is one of the important factors apart from the cognitive aspect in students (Rosenbaum, 2021). Poor socio-emotional development will affect the school environment and the community (Serpa et al., 2015). As for the effect on student behavior and the rules that apply at school and in society in general (Nurritzka et al., 2018). It should be noted that not all students experience the development of good social-emotional aspects. The thing that is a factor that is not good for the development of social emotional aspects is the negative influence of the environment and unfavorable peers (Barr et al., 2018). Thus, the Covid-19 factor has no effect on the development of the social-emotional aspect.

Researchers realize that in a research there is no perfect research plus the nature of science which is flexible or dynamic. The limitations in this study are the research subjects that are less varied, the place of research and aspects of the students that are not studied as a whole. Researchers hope that there are other researchers who can conduct research on a wider scale related to the cognitive and social emotional aspects of students.

CONCLUSION

The development of cognitive and social emotional aspects are two things that are always attached to an individual, for example students. These two aspects are interrelated with each other. Through the results of this study, it turns out that the Covid-19 pandemic is not a problem in every aspect of human life, even though in a Covid-19 pandemic, students can develop well, in this case the development of cognitive and social emotional aspects in students. The researcher hopes that other researchers are willing to follow up on this research on a larger scale, so as to find new things related to aspects of a student's personality in the midst of the COVID-19

pandemic. With the results of this study, it is hoped that parents of students will not feel excessive fear about the growth and development of their children.

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