

ATTACHMENT BUILDING BETWEEN PARENTS AND CHILDREN DURING THE PANDEMIC COVID-19

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Abstract: During the quarantine period, the family believes they have a lot of time together to do activities and approach fellow family members. Many parents approach and spend time together to build attachment between parents and children. Clinging between parent and child has an important role in the child's growth and development in the future. Besides, building attachment between parents and children has various kinds of impacts, namely children becoming more independent, more confident in building interpersonal relationships, better moral intelligence, and so on. To build attachment between parents and children there are sharing ways that can be done.

Keywords: attachment, parent, early childhood education

INTRODUCTION

The outbreak of a disease caused by a virus called COVID-19. COVID 19 made an impact with many people around the world who were exposed to this virus, even becoming victims and then dying. As a result of the COVID-19 pandemic, leading to the implementation of various policies to break the chain of the spread of the COVID-19 virus. Efforts are also made by the government in Indonesia, one of which is by applying an appeal to the community to carry out physical distancing, namely an appeal to keep a distance between the people, avoid activities in all forms of crowds, gatherings, and avoid meetings that involve many people.

The government implemented a policy that is Work From Home (WFH). This policy is an effort that is applied to the community to complete all work at home without having to travel to the office or leave the house. Not only in many economic sectors, but education in Indonesia has also become one of the areas affected by the co-19 pandemic. With the limitation of interaction, the Ministry of Education in Indonesia also issued a policy which is to dismiss schools and replace the Teaching and Learning Process using the system online since March 16, 2020. This policy was confirmed by the issuance of Circular Letter dated March 24, 2020, regarding the Implementation of Education Policy in Emergency During the Spread of COVID, with the hope of reducing student mobility to reduce the spread of COVID-19. Behind the decision making, it turns out there are also various lessons for parents in Indonesia.

During the quarantine period, the family believes they have a lot of time together to do activities and approach fellow family members. Also, the existence of the Covid-19 pandemic provides other lessons. Learning done at home can make parents easier to monitor or supervise the

child's learning development directly. Parents more easily guide and supervise children's learning at home. This will lead to more intensive communication and will lead to closer relationships between children and parents. Parents can provide guidance directly to children about learning material that is not yet understood by children. Where in fact parents are the first institution in children's education. In online learning activities provided by teachers, parents can monitor the extent of their children's competencies and abilities. Then the obscurity of the material provided by the teacher, makes communication between parents and children increasingly well established. Parents can help the material difficulties children face. Learning activities at home is used as a place to gather among family members, children who usually spend time at school now spend all day at home. And parents who take over the control of teachers at school become teachers for their children at home. Providing fun learning becomes a task for parents. How do parents allocate children's time at home so that it is not boring and still fun but also learning continues?

The role of the family in these conditions is the most important key in implementing learning for children while online. Not only during the pandemic is the role of the family needed to accompany the child but will continue. The family is the smallest unit in society, in which there is an interaction between children and parents. The family becomes a vehicle to educate, nurture, value socialization, and develop the ability of all members to carry out their functions in society properly, as well as providing satisfaction and a healthy social environment for the achievement of a prosperous family (Sunarti, 2006).

A family is a place of education for children because it will greatly affect the formation of their character and personality. According to Dr. Jack P. Shonkoff (in the National Scientific Council on the Developing Child, 2004) experts in the field of Health and Child Development at Harvard University said that the immediate environment has an important role in influencing child development because it provides an interwoven relationship between children and parents, there will be no social development healthy emotional and cognitive without a good relationship. Furthermore, Hazan & Saver (in Perrone, Webb, & Jackson, 2007) stated that if the experience of a stable relationship obtained by children from the immediate environment will be the basis for the formation of a sense of security for children to explore around.

This experience will be realized with the attachment to parents. The attachment study was initially initiated by John Bowlby, according to Bowlby (in Bretherton, 1992), attachment is a relationship or bond that is warm, intimate and sustained between a child and mother or caregiver to make both find satisfaction and pleasure. According to Rees (2007) attachment greatly affects children's life experiences at all times as revealed by Bowlby (1969) that attachment experience will create an 'internal working models', namely life-long templates of a value that is believed in relationships related to things previously owned. This means that the experience of attachment continuously will be stored as the knowledge that will determine how children interact with their

environment in the future and tend to settle throughout their life span. That is, if an insecure attachment pattern is formed in the child, this will tend to remain and become a mirror when the child interacts with the new environment in addition to the sticky figure, the child tends to feel insecure. Vice versa, if a secure attachment is formed within the child, then when meeting a new environment outside the previous sticky figure, children will tend to feel safe so that they have positive mental/emotional development.

The results of the background exposure are strengthened by the results of the study which are in line with the focus of the study to be raised. Previous research that supports this study is a study conducted by Henni Agreini (2016) that there is a relationship between attachment with emotional intelligence and social adjustment in early childhood, so it can be concluded that there is a significant relationship between attachment and emotional intelligence and social adjustment. Correlation test results between independent variables namely attachment and dependent variables namely emotional intelligence and social adjustment showed a significant relationship. The contribution rate of the independent variable (X) to the dependent variable (Y1) is 0.537 while the contribution rate of the independent variable (X) to the dependent variable (Y2) is 0.513.

Second, research conducted by Rezkyati and Retno (2018), which is the result of data analysis and discussion that has been described, can be concluded that the three subjects can foster attachment to both parents. In the first subject, it is characterized by the three characteristics of haven attachment, secure base, and availability. The second subject is characterized by the characteristics of a haven and a secure base. The third subject is characterized by a secure base and availability characteristics. This study also shows that the process of growing attachment takes place varied and has not fully developed a secure attachment as indicated by the characteristics of availability in the second subject and the characteristics of haven in the third subject. This is inseparable from the role of the family, one of which is related to the work hours of both parents. As well as the role of parents who also become a factor that influences how the form of behavior that reflects the characteristics of attachment can be owned by each subject. The results of this background exposure problem that will be examined in this paper are the importance of building attachment to children.

DISCUSSION

The Importance of Building the Attachment of Parents to Children

The family as the smallest unit in society has the first responsibility to maintain the growth and development of children. A child will achieve optimal growth and development if his basic needs are met, for example, physical needs (clothing, food, shelter) and psychological needs in the form of support, attention, and affection. Physical needs can be built through the attachment relationship between parent and child.

Attachment is a relationship or bond that is established warmly, intimately, and continuously between children and parents that make them able to find satisfaction and pleasure (Bowlby, 1951 in Bretherton, 1992). Attachment is a relation between certain social figures and a phenomenon that is considered to reflect the characteristics of a relationship (Santrock, 2002). Interaction between parents and children is a reciprocal process which is a two-way process where children socialize with parents just as parents socialize also with children (Santrock, 2002). There are four basic principles of bonding between mother and child: the physical needs of children for food and warmth are fulfilled by the mother, the original impulse owned by the child to attach to the mother's chest, the baby's need to be touched and clinging to humans, and the disappointment of the baby being expelled from the womb. (Bowlby, 1969).

Stickiness starts in the early phase of the first year of life. According to Ainsworth (Belsky, 1988), attachment relationships develop through the experience of infants with caregivers in the early years of their lives. The point is the sensitivity of the mother is responding to the signal given by the baby, as soon as possible or delayed, the response is given right or not. Attachment is an emotional relationship or an affective relationship between one individual and another individual that has a special meaning. The relationship that is fostered will last long enough and provide a sense of security even though the sticky figure is not visible in the child's view.

A safe relationship with parents allows children to explore the world around them. While insecure relationships between children and parents, it could be because parents are often absent (parents are inconsistent), or parents are controlled by anxiety or parents reject children, making children feel insecure. The child is called insecure if the child feels unsure the caregiver will meet his needs immediately and appropriately. This lack of trust will prevent early childhood exploration, and this will inhibit the development of independence and the growth of basic skills (Ainsworth, 1989).

This social competence is influenced by various things, one of which is safe diversity (Moreira, 1998). Shaffer, et al. (2009) explain that secure attachment in childhood will predict social competence later in life. Meanwhile, the lack of secure attachment causes a lack of social skills, which can be seen from the inability to resolve interpersonal conflicts, communication skills, and others (Mallinckrodt & Wei, 2005).

Building attachment between parents and children has several positive effects. Based on the results of searches in several journals and the results of research on attachment showed a varied impact on children. Research by Imul Puryanti (2013) found that there was a significant positive relationship between the attachment of the child to the mother and the child's independence. This means that the more positive the attachment of the child to the mother, the higher the independence, and conversely the more negative the attachment of the child to the mother, the lower the independence. The research conducted in Semarang also found that attachments owned by children

spread including secure attachment, resistant attachment, and avoidant attachment, ie some students had a secure attachment pattern, there were who have a pattern of viscosity rejecting / ambivalent, and some have a pattern of viscosity avoidance.

In line with Bowlby and Ainsworth (in Soetjningsih, 2012) Secure attachment patterns can occur if the figure is closely related to the child through the response given in the form of sensitivity, positive attitude, support, creating activities that are carried out together, synchrony, and often involve children in communication and activity.

When parents (mothers) are sensitive, responsive, warmly accepting, and attentive to the rhythm of the child's behavior and individuality, they create a shared understanding that develops a safe form of parent-mother attachment. Anggreini & Emmanuel (2016) added that children who have secure attachment have mothers who are responsive to the needs and signals are given and have a consistent attitude. Meanwhile, according to Rothbard and Shaver (1994), "ambivalent" babies can represent an individual who has difficulty connecting with others as a result of inconsistent responses or availability to the caregiver's part. So that the expected relationship is a secure attachment so that the child can achieve optimal development by the stage of its development. Conversely, if unsafe attachment occurs, the child will experience problems in its development process.

Mothers who spend more time but with bad behavior will not help children develop optimally. Although it cannot be denied that other family members also take an important role in fostering secure attachment. This is understandable because mothers usually interact more with children and are tasked with meeting their needs and providing a sense of security and comfort. Therefore, mother as a sticky figure is expected to be able to provide a sense of security and understanding of her child to create a good relationship with the child because Mother plays an important role in the development process of a child. This experience in the first period of human life is the most critical period in determining the capacity for intimate and healthy emotional relations in the future.

The formation of empathy, compassion, sharing, suppression of aggression, love, and various characters that show healthy, happy, and productive individuals are closely related to the attachment capacity that is formed during infancy and early childhood. Megawangi (2014) states that children with an insecure attachment will find it difficult to regulate their emotions so that if some restrictions or desires are not fulfilled, the child will whine, cry out loud, roll around, or even rage (temper tantrum). Conversely, children with secure attachments will have the ability to regulate emotions. This will bring a positive influence on the emotional social development process of children. Therefore, attachment of the mother not only transmits physical warmth but also cognitive and affective shared. In early childhood, the developmental theory emphasizes that time spent with consistent and responsive caregivers is needed for children in establishing secure attachments

(Belsky & David, 1991). Children who spend time with their parents form important emotional bonds as the foundation of their social and emotional skills (Conger et al., 2002).

It is undeniable, family life also gives color to how the characteristics of attachment that are built on each subject. The role of parents is also a factor that influences how behaviors that reflect the attachment characteristics possessed by each subject. According to Erikson (2010) factors that influence the attachment of children to their parents, namely, the sudden separation of the child with caregivers or parents; emotional abuse or physical torture; unstable care; frequently move or domicile; and psychological problems experienced by parents or primary caregivers. According to Rini (2002), many parents are not consistent in educating children also influence the attachment that is built up in children. For example, at one time the parents punished very harshly but at other times (maybe because they felt guilty) fulfilling all the wishes of the child. Uncertainty in parental attitudes makes it difficult for children to build emotional and physical attachment. Parents' unpredictable attitude makes children confused, unsure, and hard to believe or obey parents.

Several studies have shown a link between parent-child attachment with moral intelligence also shows that attachment plays a role in the development of children's moral intelligence. Pranoto (2009) argues that moral development is a process that is continuously ongoing throughout life. Increased children's moral capacity and supported by a conducive environment, so that children have the potential to master higher morality. The same thing was stated by Mulyadi (in Azhar, 2009) that children as the superior generation basically will not grow by themselves. They need a fertile environment that is intentionally created for it so that they can direct and guide them so that they can grow and develop their personalities naturally, which will also allow their potential to grow optimally.

According to Borba (in Azhar, 2009) states that the family environment, especially parents, is the first environment known to a child so that parents play an important role in creating the environment to stimulate the full potential of children to develop optimally. The loving atmosphere, willing to accept children as they are, appreciate the potential of children, provide rich stimulation for all aspects of child development, both cognitive, affective, and psychomotor, all of which are real answers to the growth of superior generations in the future.

Relationships owned by parents and children refer to attachment. Monks (2006) revealed that the attachment of an individual to a sticky figure becomes the beginning of an individual's ability in social abilities and becomes the basis of individual development at each growth period. Gordon (in Hermasanti, 2009) states that how the pattern of individual behavior will be greatly influenced by how the attachment occurs between parents and the individual. The attachment experience becomes a source of information for learning about individual Hermasanti. This shows that the pattern of attachment between parents and children contributes to the process of forming moral intelligence in children.

How to Build the Attachment of Parents With Children

During the Covid-19 pandemic, parents had plenty of time to be with the child to do various activities and assistance to establish closeness. Parenting practices play an important role in the occurrence of attachment problems. Stickiness is not a bond that occurs naturally. There is a series of processes that must be passed to form the attachment. Through the response of parents' responses to children will have a major impact. Primary caregivers (parents) are required to create interesting games with children because playing will improve the quality of the attachment relationship between mother and child.

Mothers who often play with children will tend to be more often close to children, giving attention, affection, and a sense of comfort so that it can lead to a secure attachment relationship (security attachment). In line with the opinion of Geronimi & Woodruff-Borden (2015) a relationship with parents can cause a safe or unattractive interest in the response. This style of attraction has a large impact on the relationship between parents and children in adulthood. Activities such as imitating baby's facial expressions, singing, reading and exercising together, playing together, scheduling activities to be done together, responding in the form of touch, are some examples to build a child's mentality.

Also, according to Difatiguna et al. (2015), playdough is one of the educational games that are safe for children and can develop all aspects of early childhood development, especially in training fine motor skills in early childhood. Meanwhile, according to Muallifah (2013), storytelling can increase attachment between parents and children because in storytelling parents can build effective communication, provide a pleasant atmosphere and make children feel comfortable with the various stories provided.

CONCLUSION

The child's relationship with parents is an emotional and cognitive source for the child. These relationships provide opportunities for children to explore the environment and social life. The relationship is built through bonding between parent and child. Child care in the family is very closely related to the sticky behavior between caregivers (in this case parents as primary and other caregivers as secondary) with the children they care for so that in their day-to-day caregiving strongly emphasizes the positive values they hold based on religion, beliefs, and culture to equip children to have strong characters in themselves. The importance of building attachment between parents and children has good social competence. Also, building attachment between parents and children has various kinds of impacts, namely children becoming more independent, more confident in building interpersonal relationships, better moral intelligence, and so on. Many ways can be done to build attachment between parents and children, such as imitating baby's facial expressions,

singing, reading and exercising together, playing together, scheduling activities to be done together, responding in the form of touch, are some examples to build children's attachments.

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