

The Effect of Social Interaction and Anxiety Exposure to Covid 19 on Social Emotional Teacher

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Abstract: Social interaction by implementing social distancing where communication between teachers must be 2 meters apart and using masks, this unnatural interaction has more or less an impact on teachers' social relationships, because of the closeness and intimacy as well as the atmosphere of greeting each other, smiling at each other and even shaking hands cannot be done in daily life. In addition to the new model of social interaction (social distancing) that disrupts teacher social relationships, anxiety about being exposed to COVID-19 is also a separate problem because the closeness and intimacy between individual teachers becomes distant, causing a decline in social relations. The approach used in this research is quantitative correlation. The population in this study were all elementary school teachers in Bonang District totaling 340 teachers. The sample in this study was 184 teachers obtained by calculating the slovin formula. Instrument in the form of a questionnaire. Data analysis includes validity test, reliability test, normality test, linearity test, homogeneity test, multicollinearity test, partial person product moment test and regression test. The results of the study that 1) The results showed that 1) there was an influence between social interaction on the emotional social of teachers at the State Elementary School, Bonang District, Demak Regency, 2) there was an influence between social interaction on the social emotional teacher at the State Elementary School, Bonang District, Demak Regency, 3) there was an influence between social interaction and the anxiety of being exposed to COVID-19 together on the socio-emotional teacher at the State Elementary School, Bonang District, Demak Regency.

Keywords: Social interaction, anxiety and social emotional

1. Introduction

Indonesia is facing a big problem, namely the Corona virus. From 31 December 2019 to 3 January 2020 this case increased rapidly in Indonesia, there were 1,026,954 million cases with specimens examined, with 132,138 confirmed cases (+2,098) positive for COVID-19 while 5,968 cases of death, namely 4.5% (PHEOC) (Al Farizi & Harmawan, 2020).

The Government of the Republic of Indonesia has issued Government Regulation (PP) No. 2 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Handling of Corona Virus Disease 2019 (Covid-19) and Presidential Decree of the Republic of Indonesia No. 11 of 2020 concerning the Determination of the Corona Virus Disease 2020 (Covid-19) Public Health Emergency. Meanwhile, the Ministry of Education and Culture issued two circulars related to the prevention and handling of the virus. The first is Circular Letter Number 2 of 2020 concerning Prevention and Handling of Covid-19 within the Ministry of Education and Culture and Circular Letter Number 3 of 2020 concerning Prevention of Covid-19 in Education Units.

As a result of the Covid-19 pandemic, the government has issued a new policy to stop the spread of Covid-19, namely implementing public invitations to carry out Physical Distancing or keeping other people at a distance of one meter and avoiding crowds and various gatherings that lead to gatherings. In addition, the government implements policies to stay at home such as working from home or Work From Home (WFH) and any activities related to associations or meetings are eliminated and replaced with online media (Fitria, 2022 and Kemdikbud, 2020) issued a Circular on Online Learning and Working from Home in Order to Prevent the Spread of Covid-19. One of the contents of this letter is to cancel teaching and learning activities and replace it with network-based learning (Online) via E-learning that can be used by various educational institutions.

Based on pre-research observations at the Public Elementary School, Bonang District, Demak Regency, that the impact of the coronavirus-19 pandemic condition and the status of Demak Regency as a red zone made interactions disrupted and at the same time caused tremendous anxiety among teachers about being exposed to the virus, this which at the same time caused tremendous anxiety among teachers. will eventually have an impact on social relations. According to Susanto in Maryati (2013) social relations are relationships between humans that produce permanent relationships and ultimately allow the formation of social structures. The outcome of the relationship is largely determined by the values and meanings and interpretations given by the parties involved in this relationship.

Although many schools implement learning from home, it does not mean that teachers only give work to their students. But also interact and communicate to help students in doing their assignments and this is carried out remotely via WhatsApp. Teacher-student interaction and teacher-teacher interaction at the Bonang District Elementary School by implementing social distancing where communication between teachers must be 2 meters apart and using masks is a challenge for teachers in the Bonang District State Elementary School. This unnatural interaction has more or less an impact on the social relations of teachers, because of the closeness and intimacy as well as the atmosphere of greeting each other, smiling at each other and even shaking hands cannot be done in daily life. Interactions that are disrupted at this time are feared to have an impact on teachers' social relationships, this is as in the theory of Young & Mack in Sociology and Social Life (2015) explaining social interaction is the key to all social life, without social interaction there is no social interaction. there may be cohabitation and no strengthening of social relations. So social interaction is a social process that has a relationship with various ways of relating, both among individuals and certain groups, which aims to build a system in a social relationship.

In addition to the new model of interaction (social distancing) that disrupts the social relations of teachers. Anxiety about being exposed to COVID-19 is also a problem in itself. The closeness and intimacy between individual teachers at Bonang District State Elementary School became distant, causing a decline in social relations that had been established so far. Teachers at the State Elementary School in Bonang Demak District are worried about his safety. They consider that closeness in the form of communication, to the physical touch of shaking hands, sitting together has great potential for the transmission of the Covid-19 corona virus.

This study will focus on the social relationship variable as an independent variable where this social relationship has an impact and is affected by the existence of teacher social interactions in the Bonang District State Elementary School and whether the teacher's anxiety about being exposed to the corona virus also disrupts social relations between teachers in the elementary school environment. District of Bonang.

1.1 Conceptual Framework

Social conditions mean the acquisition of the ability to behave in accordance with social demands. Becoming a socialized person requires three processes. Each process is separate and very different from each other, but interrelated, so that failure in one process will reduce the level of individual socialization (Hurlock, 2011). While emotion is a feeling or affection that arises when a person is in a situation or an interaction that is considered important by him, especially his own well-being (Santrock, 2012).

Psychologists classify the range of emotions in various classifications, but usually all of these classifications view emotions as either positive or negative. Examples of positive emotions are enthusiasm, pleasure, and love. Examples of negative emotions are anxiety, anger, guilt and sadness (Santrock, 2012).

Emotion according to Rakhmat (2011) shows changes in the organism accompanied by symptoms of consciousness, behavior and physiological processes. Awareness when someone knows the meaning of the situation that is happening. The heart beats faster, the skin responds by sweating and gasping for breath, including in a physiological process and finally when the person takes an action as a result of what happened.

From the above definition it can be concluded that what is meant by emotional social is the individual's ability to adapt to his environment and be able to manage his emotions well when he is in a certain environment, as well as the ability to do or master tasks, especially in social emotional development well (Zulkifli, Mohd Hashim, & Yahaya, 2022).

People who have high social emotionality, then the person's experience will be conscious, complex and includes elements of feelings, which follow psychological and mental states that arise as well as inner adjustments and express themselves in visible behavior. Therefore, the social emotional characteristics have indicators according to Santrock (2012), including Show confidence, protect yourself from the environment, Want to share and please help.

Weber (2016) states that the focus of sociological studies is social action. According to him, every individual action aimed at another individual or group has a subjective meaning. McDougall (2015), explains that social interaction is a relationship between two or more individuals. The behavior of one individual affects, changes or improves the behavior of another individual, or vice versa.

According to Gillin & Gillin (1948) in Cultural Sociology, a Revision of An Introduction to Sociology, social interactions are dynamic social relations involving relationships between individuals, between human groups and between individual person with human group.

Based on the opinions expressed above, it can be concluded that social interaction is a dynamic social relationship, in the form of a relationship between one individual and another, between one group and another, or

between groups and individuals. According to Soekanto (2012) social interaction has indicators, namely communication, cooperation and solidarity.

Lumongga (2014) explains that anxiety is a response to a real or imaginary threat. Individuals experience anxiety because of uncertainty in the future. Anxiety is experienced when thinking about something unpleasant that will happen. Meanwhile, Sundari (2014) understands anxiety as a shocking condition due to a threat to health. Nevid, Rathus, & Greene in Maryati (2013) provide an understanding of anxiety as an emotional state characterized by physiological arousal, unpleasant feelings of tension, and concern that something bad will happen. Anxiety is a feeling of worry, fear for which there is no clear reason. Anxiety is also a great force in driving behavior, whether deviant or disturbed behavior. Both are statements, appearances, incarnations of defense against anxiety (Gunarsa, 2013).

Anxiety is an event that easily happens to a person because a certain factor is not specific (Sari & Batubara, 2017). Anxiety is a state of apprehension or a state of worry that complains that something bad will happen. Anxiety is an appropriate response to threats, but anxiety can become abnormal if the level is not in accordance with the portion of the threat or comes without a specific cause (Nevid, Rathus, & Greene, 2013).

Based on the opinions of some of these experts and related to covid -19, it can be concluded that the notion of anxiety about being exposed to covid-19 is an unpleasant feeling characterized by terms such as worry, concern and fear caused by the covid-19 virus which is experienced at a different level. differ from situations that are perceived as threatening. Fenn & Byrne (2013) describe that there are four aspects of anxiety, namely fear, feelings of panic, stress and irritability.

1.2 Research Objectives

This research is to find out 1) How big is the influence of social interaction on the emotional social of teachers at the State Elementary School, Bonang District, Demak Regency, 2) How big is the influence of anxiety about being exposed to COVID-19 on the social emotional state of State Elementary School teachers in Bonang District, Demak Regency, 3) How big is the influence of social interaction and anxiety about being exposed to COVID-19 together on the emotional social of State Elementary School teachers in Bonang District, Demak Regency.

2. Methodology

2.1 Research Design

The approach used in this research is quantitative. Hartono (2011) explains that the quantitative approach is research whose analysis focuses more on numerical data (numbers) that are processed using statistical methods. Meanwhile, according to Azwar (2015) quantitative research emphasizes its analysis on numerical data (numbers) that are processed by statistical methods. By using the quantitative method, the significance of group differences or the significance of the relationship between the variables studied will be obtained and generally quantitative research is a large sample study

The definition of variables in this study which describes what is meant by the variables of this research being studied are explained as follows:

The independent variable (X1) in this study is social interaction, namely the pattern of reciprocal relationships which are characterized by 1) communication, meaning the communication process between teachers and students, 2) working together. The process of collaboration that occurs in learning between teachers and students during the corona pandemic, and 3) solidarity in daily activities. Solidarity that was built during the corona pandemic.

The independent variable (X2) in this study is Anxiety about being exposed to the Covid-19 corona virus is an unpleasant feeling which is characterized by terms such as worry, concern and fear for which there is no clear cause, which is experienced in different levels over situations that are considered threatening. in this case is the threat of contracting the corona virus covid-19. Indicators that include fear, feelings of panic, stress, irritability (Fenn & Byrne, 2013).

The dependent variable (Y) is emotional social relationships are closeness, intimacy that is formed within the scope of individuals and groups because of interactions that occur on an ongoing basis, the indicators are showing self-confidence, taking care of oneself from the environment, willing to share, help and help (Santrock, 2012).

2.2 Respondents of The Study

The population in this study were all public elementary school teachers in Bonang District. The number of teachers at the Bonang District Elementary School out of 36 elementary schools in 6 clusters is 340 teachers, consisting of 132 male teachers and 208 female teachers. The sampling technique used in this research is total sampling. Total sampling technique, which is a sampling technique by taking all members of the population as respondents or samples (Sugiyono, 2019).

To find out the number of samples to be used, the researcher used the Slovin formula and obtained a sample of 184 teachers. as for the sampling technique using proportional random sampling, namely the sampling technique by taking into account the proportions in the sample area

3. Findings and Discussion

The results of the research on the influence of social interaction and anxiety about being exposed to covid-19 on the social-emotional teacher at the State Elementary School, Bonang District, Demak Regency, can be explained as follows:

3.1 The Effect of Social Interaction on the Social Emotional of Teachers at State Elementary Schools, Bonang District, Demak Regency

The teacher's social interaction data was obtained from a validated questionnaire. The questionnaire consists of 16 statements which are positive statements with a sample of 184 teachers at the State Elementary School, Bonang District, Demak Regency. Measurement of the data using a Likert scale, Pearson product moment partial correlation analysis and simple regression are the analyzes used in this study. Simple regression analysis was used to test the effect of the independent variable on the dependent variable. Meanwhile, Pearson product moment partial correlation analysis was used to determine the strength of the correlation between the two variables.

The partial correlation test uses the Pearson Product Moment technique with the help of SPSS version 25 software. The results of the calculation produce the following data.

Table 1. Results of partial correlation test for teacher social interaction variables (X1)

Correlations			
		X1	Y
X1	Pearson Correlation	1	.726
	Sig. (2-tailed)		.026
	N	184	184
Y	Pearson Correlation	.726	1
	Sig. (2-tailed)	.026	
	N	184	184

The results of the partial correlation test by controlling for the X1 variable show that the magnitude of the partial correlation coefficient between the X1-Y variables is 0.726, which means that the partial correlation of the two variables, namely social interaction with social emotional teachers at the State Elementary School in Bonang District, Demak Regency is positive with a close strong categorical relationship.

Table 2. Results of regression analysis of social interaction coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	62,949	5,069		12,417	,000
Teacher Social Interaction	,028	,080	,026	3,351	,000

Based on Table 2 shows that the t count of social interaction is 3.351, while the t table is 1.97316 ($3.351 > 1,97316$) and the significance value is 0.000 smaller than 0.05 (sig value $0.000 < 0.05$) which means that social interaction has an effect on the emotional social of teachers at the State Elementary School, Bonang District, Demak Regency.

The results above prove that the first hypothesis in this study, namely that there is an acceptable influence between social interaction on the social emotional state of teachers at the State Elementary School, Bonang District, Demak Regency. That is, the higher the social interaction carried out by the teacher, the higher the social emotional perceived by the teacher. The magnitude of the influence given by social interaction on the emotional social of teachers at the State Elementary School, Bonang District, Demak Regency, can be seen from the coefficient of determination (R²) in the following table.

Tabel 3. Coefficient of determination test results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.326 ^a	.431	.205	4.798

From the table above, it can be seen that the R value (correlation coefficient) is 0.431. These results indicate that the social interaction variable has an influence of 43.1% on the socio-emotional teacher at the State Elementary School, Bonang District, Demak Regency

Another research that is aligned is in Iswardhany & Rahayu's (2016) study, namely the influence of social interaction on the social emotional state of students at the State Vocational High School 1 Cilaku, Cianjur. From the calculation results obtained the price of $t = 6.163$. The calculation results are consulted with the ttable price. So, we get $t\text{-table} = 1,998$. The results showed that there was an effect of social interaction on the emotional social of students at the State Vocational High School 1 Cilaku Cianjur.

The results of the research above indicate that social interaction has a positive and significant impact on the social emotional teacher. This means that if social interaction is carried out well and intensely by the teacher, it can increase the teacher's social emotional and vice versa. The process of teacher social interaction in their social environment in turn increases their emotional social (Ensari, 2017). Social interactions are important in everyday life. Without the intelligence to interact, it will be very difficult to live in society. Likewise with teachers, when teachers are in a wider (external) environment such as the community environment and school environment. Therefore, teachers must have the ability to interact well.

3.2 The Effect of Anxiety on Exposure to Covid-19 on the Socio-Emotional Teacher at State Elementary Schools, Bonang District, Demak Regency

Data on anxiety about being exposed to Covid-19 was obtained from a validated questionnaire. The questionnaire consists of 20 statements which are positive statements with a sample of 184 teachers at the State Elementary School, Bonang District, Demak Regency. Measurement of the data using a Likert scale. Pearson product moment partial correlation analysis and simple regression are the analyzes used in this study. Simple regression analysis was used to test the effect of the independent variable on the dependent variable. Meanwhile, Pearson product moment partial correlation analysis was used to determine the strength of the correlation between the two variables.

The partial correlation test uses the Pearson Product Moment technique with the help of SPSS version 25 software. The results of the calculation produce the following data.

Table 4. Results of Partial correlation test for anxiety on exposure to covid-19 variables (X2)

Correlations			
Y		Y	X2
	Pearson Correlation	1	.751*
	Sig. (2-tailed)		.041
	N	184	184
X2	Pearson Correlation	.751*	1
	Sig. (2-tailed)	.041	
	N	184	184

The results of the partial correlation test by controlling for the X2 variable show that the magnitude of the partial correlation coefficient between the X2-Y variables is 0.751, which means that the partial correlation of the two variables, namely the anxiety of being exposed to Covid-19 on the social emotional teacher at SD Negeri Bonang District, Demak Regency is positive with closeness strong category relationship.

Tabel 5. Results of regression coefficients analysis of anxiety exposed to covid

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	51.280	4.810	.000	10.661	.000
1 Anxiety exposed to covid	.122	.059	.041	2.062	.041

Based on table 5 shows that the t count of anxiety exposed to covid-19 is 2.062, while the t table is 1.97316 ($2.062 > 1.97316$) and the significance value is 0.041 smaller than 0.05 (sig value $0.041 < 0.05$) which means that the anxiety of being exposed to COVID-19 affects the socio-emotional effect of teachers at the State Elementary School, Bonang District, Demak Regency.

The results above prove that the second hypothesis in this study, namely that there is an acceptable influence between anxiety about being exposed to COVID-19 on the social emotional state of teachers at the State Elementary School, Bonang District, Demak Regency. This means that the higher the anxiety of being exposed to COVID-19 felt by the teacher, the more the social emotional possession of the teacher will increase. The magnitude of the influence

given by the anxiety of being exposed to COVID-19 on the social-emotional teacher at the State Elementary School in Bonang District, Demak Regency, can be seen from the coefficient of determination (R^2).

Tabel 6. Coefficient of determination test results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.151 ^a	.623	.017	4.744

In the table above, it can be seen that the R value (correlation coefficient) is 0.623. These results indicate that the variable of anxiety exposed to covid-19 has an influence of 62.3% on the socio-emotional teacher at the State Elementary School, Bonang District, Demak Regency.

Another research that is aligned is Kashdan & Roberts (2020) regarding anxiety during a pandemic that affects the social interaction of teachers. The results of this study indicate that anxiety during a pandemic has contributed 71.8% to teacher social interactions. The results of this study indicate that the anxiety of being exposed to COVID-19 has a positive and significant impact on the social and emotional aspects of teachers. This means that if the anxiety of being exposed to Covid-19 by the teacher increases, it can have an impact on the social and emotional properties of the teacher.

The sudden onset of the COVID-19 pandemic has made people unprepared to deal with it either physically or psychologically (Sabir & Phil, 2016). Among the psychological conditions experienced by the community is a sense of anxiety when infected (Fitria & Karneli, 2020). According to Kartono (2016) that anxiety is a form of lack of courage plus worry about things that are not clear. In line with that, Sarlito (2012) explains that anxiety is a feeling of fear whose object is not clear and the reason is not clear.

This anxiety is also experienced by teachers, the anxiety conditions experienced by teachers during this pandemic certainly cannot be left alone (Harirah & Rizaldi, 2020). So, it is hoped that every human being is calmer and more prepared to face all possibilities in the midst of the corona outbreak that hit. In the end, everyone can cut the source of uncertainty into something certain without excessive anxiety. Unreasonable fears, worries and anxieties ultimately present anxiety, and this anxiety will certainly have an impact on social-emotional behavior such as behavioral changes such as withdrawing from the environment, difficulty focusing on activities, difficulty eating, irritability, low emotional control of anger, sensitivity, illogical (Bhaskaran & Portia, 2019).

3.3 The Effect of Social Interaction and Anxiety on Exposure to Covid-19 Together on the Social Emotional of State Elementary School Teachers in Bonang District, Demak Regency

The teacher's social emotional data was obtained from a validated questionnaire. The questionnaire consists of 15 statements which are positive statements with a sample of 184 teachers at the State Elementary School, Bonang District, Demak Regency. Measurement of the data using a Likert scale. Multiple regression analysis is the analysis used in this study. Multiple regression analysis is used to test the effect of the independent variable on the dependent variable. To find out whether there is an influence of social interaction and anxiety of being exposed to COVID-19 simultaneously on the social and emotional emotions of teachers at Public Elementary School Bonang District, Demak Regency, it is explained in the ANOVA table below:

Table 7. Results of regression analysis of Anova X1, X2 against Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	96.994	2	48.497	3.143	.020 ^b
Residual	4095.440	181	22.627		
Total	4192.435	183			

Based on the SPSS output above, it can be explained that social interaction and anxiety about being exposed to COVID-19 have a joint effect on the social and emotional effects of teachers at the State Elementary School in Bonang District, Demak Regency, this is based on the results of the F-count test of 3.143 which is greater than the F-distribution table. Table of 2.65 or a significance value of $0.020 < 0.05$. Thus, it can be concluded that the third hypothesis is accepted, meaning that there is an effect of social interaction and anxiety about being exposed to COVID-19 together on the social and emotional emotions of teachers at the State Elementary School, Bonang District, Demak Regency.

The magnitude of the influence given by social interactions and anxiety about being exposed to COVID-19 together on the social emotionality of teachers at the State Elementary School in Bonang District, Demak Regency can be seen from the coefficient of determination (R^2).

Tabel 8. Coefficient of determination test results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.152 ^a	.693	.012	4.757

From the table above, it can be seen that the R value (correlation coefficient) is 0.693. These results show that the variables of social interaction and anxiety about being exposed to COVID-19 together have an influence of 69.3% on the social emotionality of teachers at the State Elementary School, Bonang District, Demak Regency.

Morris et al. (2019) explains that teachers are role models who play a strong role in shaping students' academic, social, emotional, and spiritual learning and development. Students at the elementary school level are still dependent on adults. The teacher as an adult and someone who spends about six hours a day interacting with students is considered one of the people the students trust. When students trust the teacher, students will tend to have a good relationship with the teacher. This good relationship leads to the behavior of respecting and appreciating the teacher so that students tend to imitate and follow the instructions given by the teacher.

However, the emergence of the Covid-19 pandemic has had a significant impact on the world of education. The impact is related to the change in the learning system from what was originally face to face in class together, now turned into a remote system with a network online (Lubis, 2020). Changes in learning with a system like this like it or not, like it or not, must be followed by the teacher. Some evidence of real teacher behavior that appears due to the Covid-19 pandemic is the reluctance to interact socially with other friends because of the anxiety of being exposed to the Covid-19 virus, this attitude of course if left for too long will certainly result in the teacher's social and emotional impact.

Teachers with emotional social skills have a high level of self-awareness or self-awareness (Jennings & Greenberg, 2019). According to these two researchers, teachers with social-emotional skills are able to recognize emotions, emotional patterns, and know how to use emotions to motivate learning activities in themselves and others. Teachers who are accustomed to involving emotional aspects in learning tend to be more attentive to students. This happens because the approach using the emotional aspect is more internalized in students so that their academic achievement is also better (Ganaprakasam, 2018). This explains that the teacher's emotions play an important role in improving students' emotional well-being in the classroom context. Teachers can regulate their emotions to change students' emotions which ultimately affect the emotional climate in the classroom

Teachers with emotional social skills also have high social awareness (Jennings & Greenberg, 2019). Teachers know how their emotional expression affects interactions with others. Denham, Bassett, & Zinsser (2012) explain that the teacher's positive emotional response to students has a relationship with students' emotional expression and emotional regulation skills. Students who feel that the teacher gives a positive response will have an impact on the behavior of respecting the teacher. This happens because students feel guided by the teacher in the right way so that students will respond and support what the teacher is doing.

4. Conclusions and Recommendations

Based on the explanation of the results of the study entitled the effect of social interaction and anxiety of being exposed to covid 19 on the social and emotional emotions of teachers at the Bonang District Elementary School, the following conclusions can be drawn:

There was a change in the emotional attitude of the teacher as a result of limited social interaction during the COVID-19 pandemic for teachers and students at the Bonang Demak District Elementary School, the change in attitude included reduced talking to fellow co-workers, reduced physical proximity, as well as other closeness, communication and coordination. become more passive. There is an influence between social interaction on social emotional teachers at the State Elementary School in Bonang District, Demak Regency.

There has been a change in attitudes among teachers and students during the pandemic. This is partly due to the anxiety factor of being exposed to the COVID-19 virus. Changes in attitude such as reduced relationships between friends, communication and direct physical interactions are reduced, activities that involve the crowd are canceled. There is an influence between anxiety on social emotional teachers at the State Elementary School in Bonang District, Demak Regency.

There was a change in attitudes and social emotional conditions for teachers at the Bonang Demak District Elementary School, including due to limited social interaction factors and anxiety about being exposed to COVID-19. These attitude changes include keeping a distance, avoiding direct physical communication, avoiding crowds, avoiding sitting in public places, decreasing closeness with fellow co-workers. There is an effect between social interaction and anxiety about being exposed to COVID-19 together on the social emotionality of teachers at the State Elementary School in Bonang District, Demak Regency.

Based on the conclusions above, the researchers provide several suggestions including: Teachers should maintain and establish good relationships with their social environment in which they are located in order to create a conducive

atmosphere and for schools to create a comfortable environment so that good social interactions are formed even during a pandemic like today by strictly implementing health protocols.

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Conflict of Interest

The authors declare no conflicts of interest.

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