

THE INFLUENCE OF PARENTING FOR BROKEN HOME CHILDREN ON THE SOCIAL EMOTIONAL DEVELOPMENT OF EARLY CHILDHOOD IN KARANGTURI KROYA VILLAGE, CILACAP

Nur Safitri¹, Sandi Aji Wahyu Utomo², Inayatul Lathifah³
{fitriy.ns0710@gmail.com¹, sandiajiwu@unugha.id², ina@unugha.id³}

Nahdlatul Ulama Al Ghazali University, Jalan Kemerdekaan Barat No. 17 Kesugihan, Cilacap^{1,2,3}

Abstrac. The state of a broken home family can have an impact on the social and emotional development of early childhood. Therefore, we made this research aiming to find out more about the impact of broken home families on the social-emotionalism of early childhood, especially those aged 4-5 years. This research examines the forms of broken home families and the impact they have on aspects of the social emotional development of children aged 4-5 years. The number of respondents was 8 people who experienced a broken home. This study uses a qualitative research method with a case study approach. Data collection techniques in this study were observation, interviews, and documentation. To measure the validity of the data researchers used triangulation techniques. The results showed that 1) parenting style applied by parents is authoritarian, permissive, and democratic 2) Parents do not understand parents about children's social emotional development resulting in children being out of control from parents, 3) Impact of parenting style applied by parents on social emotional development negative and positive consequences.

Keywords: Early childhood, social emotional, parenting, broken home

INTRODUCTION

Being a parent is a separate happiness for adults who have married. According to Sigmund Freud in the theory of psychoanalysis, it is stated that the development of a child's personality is influenced by what is received during the golden age, namely the age of 0-6 first years of life and the ability to go through each developmental phase. If a child gets a good education and care, it will result in the child having a good personality as an adult.(Askeland, 2019.)

According to Waltz (Yanti Faujiyah, 2019), Social development is very closely related to emotional development, the two collaborate that emotional development occurs in social construction. Where responsive environment for children will strengthen their confidence in facing new challenges, as well as increase their trust in the environment. A child who is raised by a family that has high emotional intensity will affect his emotional intelligence as an adult. Every family has a different parenting style in educating a child and is usually inherited by the parenting style received from the previous parents. In other words, parenting also includes patterns of interaction between parents and children in the framework of children's character education. The consequences of a broken home are certainly very influential on the relationship between parents and children both in terms of communication, mental, psychological, and the child's education. Mentioned by(Yenti, n.d.)that parents and families play a very important role in laying the foundation of social competence. Social emotional abilities that are built by children from home will be the provision for children to be able to process outside the home, such as interactions with peers and the surrounding environment.

Some of the cases above where parents free their children is certainly not good because it might cause the child to fall into negative influences and possibly damage their children. Maybe we have seen or often see children who are victims of the Broken Home that have been damaged in the

sense that they are affected by the negative things they like. The impact caused by the condition of a broken home family is quite diverse, one of which can have an adverse impact on the social and emotional development of children, especially for children aged 4-6 years, including child psychology (Fitriyani Lie et al., 2019)

From various studies regarding this golden age, it turns out that its role takes a large portion in the formation of human qualities. The success or failure of children's intellectual, emotional and spiritual development often lies in the level of ability and awareness of parents in taking advantage of this golden opportunity. The importance of the golden age period is contained in Law Number 20 of 2003 concerning the national education system which states that Early Childhood Education is a guidance shown to children from birth to the age of six which is carried out through the provision of educational stimuli to assist physical growth and development. also spiritual so that children have readiness to enter further education.

From the opinions of the experts above, it can be concluded that social emotional development is the development of behavior in children to adjust to the rules that apply in the community environment which can be influenced by socioeconomic status, family, family integrity, attitudes and habits and parenting patterns.

Parental care that is applied in the long term will form parenting patterns (Adlina et al., 2022). Where this parenting style is the way parents use in educating and raising children. Parenting is divided into three, namely authoritarian or authoritative, democratic, and permissive (Tridhonanto in(Suryaningsih et al., n.d.) (Zena & Heeralal, 2021) Authoritarian parenting tends to form children with absolute rules which are sometimes accompanied by various threats. Democratic parenting tends to invite children to discuss, provide opportunities for children, and prioritize children's interests. Permissive parenting is more characterized by providing loose supervision and even complete freedom (Halong et al., 2017)). Meanwhile, a broken home can be interpreted as a broken family, where the structure is not complete or intact because one of them dies or gets divorced (Hermayanti, 2023)

From the results of the initial observations that the researchers made, it was found that the most influential factor for the social emotional development of children is the habits of the parents and those that can have an adverse impact, namely the family integrity. This is important because early childhood still really needs love and special attention from both parents, but in Karangturi Village, Kroya District there are children who do not get special attention from their parents due to divorce. As a result of the divorce, the upbringing that their parents should have done was hindered. The parenting style given by different parents is usually inherited by the parenting style received from the previous parent. Every event and parenting style given to the child will be recorded by the child so that the child's social emotional development is formed.

This study aims to examine related to the forms of broken home families and the impact they have on aspects of the social emotional development of children aged 4-5 years in Karangturi Village, Kroya District.

RESEARCH METHOD

Sugiyono (2011) states that the qualitative method is a research method used to examine the condition of natural objects (different from experiments). The type in this research uses descriptive qualitative with a case study approach, with informants namely parents and broken home children who are at the age of 4-6 years. The place of this research was carried out in Karangturi Village, Kroya District.

Data collection techniques using triangulation in the form of observation, interviews, and documentation. Data analysis was carried out using the Milles and Huberman models, namely reduction, display and conclusion/verification.

RESULT AND ANALYSIS

In the observation and interview activities conducted by researchers with broken home parents and children in Karangturi Village, regarding the impact of broken home children and the parenting style provided by parents, they answered that after the divorce the family underwent a change, where the child chose to live with his mother or father, and to To meet the needs of children and families, parents are forced to go abroad to provide for their family and entrust their children to

grandmothers or closest relatives. The existence of a phenomenon like this, then has an impact on the parenting style that is applied to broken home children (Zena & Heeralal, 2021).

As stated (Suryaningsih et al., n.d.), that there are at least three types of parenting styles, namely authoritarian, permissive and democratic patterns. The following is an explanation of parenting styles in the results of this study:

1.1 Authoritarian Parenting

Is a type of parenting parents who impose the will. With this type, parents tend to act as controllers or supervisors, always impose their will on children, are not open to children's opinions, are very difficult to accept suggestions and tend to impose their will on differences. Based on the observations of researchers, there are two children who get this parenting style with the following details:

1.1.1 Case 1: Parents are very sensitive to children, whatever the child does seems to be always wrong so the parents become angry quickly to the point of hitting. The impact of such parents results in children isolating themselves more, being afraid of trying new things, and having difficulty controlling their emotions when interacting with friends.

1.1.2 Case 2: Parents don't want to listen to children, children are not given space to talk, more demanding, and full of anger. This parenting pattern makes it difficult for children to obey rules when in class, always wanting to be noticed, for example by being annoying to friends, or crying easily when friends are being annoying.

From the parenting style given by parents to children, there must be an impact on the child's social emotional development, not only the positive impact that is obtained but also the negative impact of this parenting style. The positive impact of the authoritarian parenting style is: children will be more disciplined because parents are firm and command, and are more careful in doing things. While the negative impact of this parenting style is that it results in obstacles to the psychosocial development of children, such as children becoming less independent, not daring to make decisions for fear of being wrong, and difficult to control their emotions. This is in accordance with the results of the study (Fitriyani Lie et al., 2019) that the impact caused by a broken home is quite diverse, one of which can have a negative impact on the social and emotional development of children, especially for children aged 4-6 years, including child psychology. Also confirmed by (Sumargi et al., n.d.) who concluded, the existence of authoritarian parenting has a significant negative impact on children's emotions and behavior.

1.2 Permissive Parenting

Is a pattern of parenting provided by parents by freeing children to do whatever they want to do without questioning it. In addition, there are no strict rules or guidance that is carried out, resulting in a lack of control over children ((Halong et al., 2017)). In this study there are 3 children with this permissive parenting style with the following details:

1.2.1 Case 1: Parents give children leeway to move around without intense supervision. As a result, children have no boundaries in playing, it is difficult to control emotions, and it is difficult to accept advice from others.

1.2.2 Case 2: Parents give freedom to children to express their urges or desires without giving directions. Resulting in children carrying out activities beyond parental control, having difficulty taking advice from others, not wanting to share with friends, but under certain conditions children are very concerned about friends.

1.2.3 Case 3: Parents don't apply punishment to their children, they hardly even use punishment when their child does something wrong. As a result, children do not want to be blamed when they make mistakes, always feel right, and always feel superior to their friends.

The positive impact of permissive parenting is that if children are able to manage all their thoughts, attitudes and actions well, the possibility of freedom given by parents can be used to develop their creativity and talents, so that children become mature, initiative and creative individuals. The positive impact depends on how the child responds to the permissive attitude of parents. However, the negative impact of this parenting style results in many children having less self-control, unable to handle independence properly, and more spoiled. (Adlina et al., 2022) They have low self-esteem, are immature, and may be isolated from their families. By the time they

reach their teens they show mischief, rarely learn to respect others, have difficulty controlling their behavior, are aggressive, and dominate.

1.3 Democratic Parenting

Is a parenting method that involves giving children the opportunity to be able to express their opinions (Kusmawati et al., 2023). The purpose of implementing this parenting style is to train children to live independently in the learning process going forward. There are 2 children with this democratic parenting pattern with the details as follows:

1.3.1 Case 1: Parents always accept opinions, suggestions and criticism from children, and direct them when children make mistakes. The impact is that children feel loved and cared for, do good to peers and easily socialize with friends.

1.3.2 Case 2: Parents tolerate when children make mistakes and provide education to children so they don't make mistakes again without reducing the child's creativity, initiative and initiative. The impact is that children are more open when they make mistakes, children are more creative and innovative, and are always careful when doing something.

This democratic parenting style is considered the most tolerant of children, and can minimize the occurrence of various deviations in child development (Kusmawati et al., 2023). many positive impacts are formed from this parenting style, such as children tend to have self-confidence, have higher desires in terms of intellectual, independent, able to work together, and ready to face the risks (Adlina et al., 2022). However, this democratic parenting style requires a commitment to maintain communication with one another. As is well known, broken home children do not live with both parents, children only live with one parent, not even both and live with other siblings. The following is Figure 1 which contains an overview of the parenting style applied along with the positive and negative impacts of each parenting style that occurs in broken home children in Karang Turi Village, Kroya:

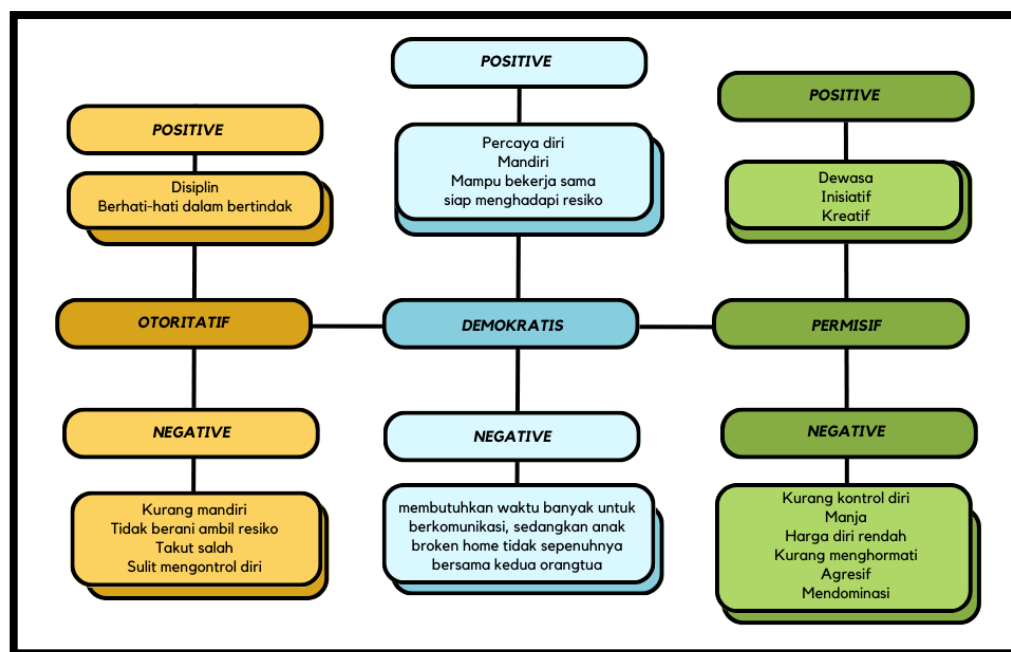


Fig. 1. Parenting style and the impact of its implementation on broken home families in Karang Turi Village, Kroya, Cilacap

Children's social emotional formation is not only influenced by parenting given by parents, but the environment that surrounds them can also influence it. A good environment can provide good social interaction as well, so that children can regulate their emotions by showing some positive emotions. However, if the environment does not provide comfort to the child, the child will show

negative emotions such as anger, sadness, fear, shock, lack of confidence, frustration, selfishness, and other negative emotions. In addition, a child's self-esteem or self-esteem is also not only formed from self-esteem, but also from the environment that forms it. For broken home children, of course, this is an influence that cannot be taken lightly (Suci Arma, 2019)

Good social relations with other people will have a good impact on their emotional behavior. Children who experience good and stable emotions will also have good social behavior and parental patterns (Krisdiantini et al., 2021) plays an important role in children's development of social and emotional behavior. If a child gets a good education and care, it will result in the child having a good personality as an adult. Including if the child has social emotional skills from an early age, it will also have an impact on future life. (Askeland, 2019.)

Basically, the family is still the first model that children see and will be imitated by children. Parents' treatment of children will affect the social emotional development of children. (Hijriati, 2019) mentions that the atmosphere of the house, how to educate children, relationships with family members can affect children's emotional conditions. Therefore, even though they are a broken home family, every parent still wants their children to be the best from other children, therefore parents educate their children in a way that is considered good.

CONCLUSION

The integrity of the family plays an important role in the growth and development of children as well as the parenting style that is applied which greatly influences the social-emotional development of children. Social emotional development is the development of behavior in accordance with social development where in this development goes through a process the child trains social stimuli mainly obtained through the demands of study groups, socializing and behaving. The social-emotional impacts caused by cases of broken homes in early childhood include individuals lacking self-control and not being able to handle independence properly. In fact, according to the narrative of the respondent said that his grandson has emotions that are difficult to control and behaves as he pleases.

Divorce in the family does have an impact on children's psychology and affects children's self-esteem. Low self-esteem will have an impact on failure, everything is responded to with worry and rejection. In addition to low self-esteem, these children also experience low emotional regulation. Children who are victims of broken homes do not isolate themselves from their environment, but have a sense of wanting to be superior to their friends because they feel they always want to be cared for and understood by their family conditions. At the same time, children feel jealous of their friends who always receive full attention from their parents. Early childhood children who come from broken home families are still not able to express their emotions properly. This is marked by their behavior which often disturbs their friends when studying.

References

Adawiyah, Rabiyyatul. (2017). „Pola Asuh Orang Tua dan Implikasinya Terhadap Pendidikan Anak (Studi pada Masyarakat Dayak di Kecamatan Halong Kabupaten Balangan),“ *Jurnal Pendidikan Kewarganegaraan*, Vol. 7, No. 1, page 33-48.

Arma, Meisa Suci & Yaswinda. (2019). "The Impact of Self-Esteem Development on Children From a Broken Home Family," *International Conference on Education Technology, Advance in Social Science, Education, and Humanities Research*, Vo. 371, page 89-92.

Askeland, Dawn. (2019). *Social Emotional Development in Early Childhood, Mater's Theses & Capstone Projects*. Iowa: Northwestern College.

Fakhri & Fauziyah, Puji Yanti. (2018). "Social Emotional Learning in Increasing the Social Emotional and Academic Development of Children in Early Childhood Education," *Advances in Social Science, Education and Humanities Research (ASSEHR)*, Vol. 330, 6th International Conference on Educational Research and Innovation (ICERI).

Hermayanti, Theresia retno & Syamsuddin, Amir. (2023). "Pola Asuh Kakek dan Nenek terhadap Anak dengan Orang Tua Broken Home," *Jurnal Obsesi Pendidikan Anak Usia Dini*, Vol. 7, No. 1, page 1227-1235.

Hijriati. (2019). "Faktor dan Kondisi yang Mempengaruhi Perkembangan Sosial Emosional Anak Usia Dini," *Jurnal Bunayya*, Vol. 5, No. 2.

Krisdiantini, Amilia., Setyoboedi, Bagus., & Krisnana, Ilya. (2020). "The Relationship Between Parenting Style and Children's Development Aged Pre-School," *Indonesian Midwifery and Health Science Journal*, Vol. 4, No. 4, page 386-394.

Kusmawati, Iffah Indri., dkk. (2023). "The Relationship Between Parenting Style and The Development of Pre-School Children," *Jurnal Ilmiah Kesehatan dan Aplikasinya*, Vol. 11(1), page 2023.

Lie, Fitriyani., Ardini, Pupung Puspa., Utoyo, Setiyo., Juniarti, Yenti. (2019). "Tumbuh Kembang Anak Broken Home," *Jurnal Pelita PAUD*, Vol 4, No. 1, page 114-123.

Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sumargi, Agnes Maria., Prasetyo Eli., & Ardelia, Benedicta Winona. (2020). "Parenting Styles and Their Impacts on Child Problem Behaviour," *Jurnal Psikologi*, Vol. 19 (3), page 269-284.

Suryaningsih, Luluk., Asriati, Nuraini., & Imran. (2020). "Analisis Pola Asuh Anak pada Keluarga Broken Home di Dusun Teluk Durian Kecamatan Teluk Keramat Kabupaten Sambas," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, Vol. 9, No. 9.

Ulfah, Amira Adlina. (2022). "Identifikasi Pola Asuh Orangtua di Kecamatan Mesuji Makmur," *Jurnal Pendidikan Anak*, Vol. 11 (2), page 191-182.

Yenti, Syahreni. (2021). "Perkembangan Sosial Emosional Anak Usia Dini (AUD): Studi Literatur," *Jurnal Pendidikan Tambusai*, Vol. 5, No. 3, page 9814-9819.

Zena, Yalemeshet Mamo & Heeralal, PJH. (2021). "The Relationship between Parenting Style and Preschool Children's Social-Emotional Development," *Universal Journal of Education Research*, Vol 9. No. 8, page 1581-1588.