

The Influence of Divorce on the Social and Emotional Development of 5-6 Year Old Children in Pondok Perasi Ampenan Village, Mataram City, 2023 (Case Study)



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ABSTRACT: Divorce is an event that is highly undesirable for every couple and family. Divorce in any family constitutes a major transition and adjustment, especially for children, who may experience emotional and behavioral reactions due to the loss of one parent. This study on single-parenting and its effects on the social and emotional development of 5-6-year-old children was conducted with the aim of understanding the influence of divorce on children's social-emotional development. The research was carried out in Pondok Perasi Village, Ampenan, Mataram City in 2023. The study uses a descriptive qualitative approach. Data was collected through observation and interviews. The differences between single mother and single father parenting were apparent, with fathers adopting a democratic parenting style, characterized by open communication between parent and child. They establish mutually agreed-upon rules, and children are free to express their opinions, feelings, and desires. Meanwhile, mothers displayed a permissive parenting style, allowing children the freedom to behave according to their own desires. The study results indicate that the social-emotional development of children from divorced families was reasonably good, although there was a noticeable lack of involvement from one family member. Single parents assumed both the father and mother roles in fostering the social and emotional development of their children.

KEYWORDS: Family, Social-Emotional Development, Divorce

INTRODUCTION

According to Widiastuti (2015), the family is the first and foremost institution for children, a place of socialization that plays a vital role in the development of children's personalities. It is within the family that a child first learns the meaning of life, love, sympathy, receives guidance, and experiences a safe environment. Hence, the family plays an important role in shaping personality. However, in reality, not all families can function properly. Various issues can arise within a family, one of the most impactful being divorce. Divorce brings about many unpleasant consequences and emotional distress for all parties involved, including the couple, their children, and extended families. There are many factors that compel couples to separate, with communication problems being one of the most common reasons for divorce.

Education, according to Montessori (2013), describes "the golden age" as a period when children are sensitive to receiving various stimuli and educational efforts from their surroundings, whether intentional or not. To ensure optimal growth and development, adults must maximize children's potential by providing the necessary positive stimuli. One of the key potentials to develop during this sensitive period is the social-emotional development of the child.

Based on initial observations conducted in December 2022, children of divorced parents exhibited serious social and emotional issues compared to children whose parents remained together. Children in single-parent households may perform well in certain areas but tend to lag in social and educational aspects compared to their peers living with both parents. Children are more likely to thrive in stable, two-parent households than in unstable environments, which can negatively impact their development. They are more prone to behavioral problems and delinquency. Given these observations, the author was interested in studying "The Influence of Divorce on the Social and Emotional Development of 5-6-Year-Old Children in Pondok Perasi Village, Ampenan, 2023."

METHODS

This study uses a qualitative research approach. Qualitative research is a humanistic research model that places humans as the main subjects in social/cultural events. Data collection techniques employed in this research include observation, interviews, and documentation. Observation is used to collect data by directly observing the subjects to gauge the social-emotional development of

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5-6-year-old children. Interviews with parents were conducted to understand children's social-emotional development both at home and in their communities. Documentation involved recording data through reports, photos, and recordings relevant to the study.

Research Subjects

The subjects of this study are four children aged 5-6 years living in Pondok Perasi Village, Ampenan. Two children were raised by their fathers, and two by their mothers. Data analysis in qualitative research involved recording, reducing, displaying data, and drawing conclusions or verification.

RESULTS AND DISCUSSION

This study focuses on the effects of divorce on the social and emotional development of 5-6-year-old children in Pondok Perasi Village, Ampenan. The children's development was observed through direct engagement with both the children and their parents, inside and outside the home. This allowed the researcher to observe differences in the children's social-emotional development, as well as the parenting methods of single parents.

Results Description

The differences in the social-emotional development of children aged 5-6 years under single-parent care can be seen in Table 2 below. These differences illustrate how children's development varies depending on whether they are raised by a single father or mother.

Table 2. Interview Results

Student Name	Social Development	Emotional Development
Nur Sadila	1 (BB)	4 (MB)
Haikal Yazid A	2 (BB)	6 (MB)
Bagas Adriano	3 (BB)	9 (BSB)
Ayesa Tilana	8 (BSB)	8 (BSB)

Note:

- BB: Not yet developed
- MB: Beginning to develop
- BSH: Developing as expected
- BSB: Very well developed

Subject I: NS

Of the 23 indicators, NS (Nur Sadila) scored in the "not yet developed" category (BB) for the indicator of being unable to solve problems during games. Four other indicators were rated as "beginning to develop" (MB), such as the child starting to adjust to various situations, putting toys back in place, acknowledging mistakes, respecting others' rights/opinions, and cooperating with friends. Eight indicators were rated as "developing as expected" (BSH), including showing caution around new people, expressing emotions towards others, saying "please," "thank you," and "sorry," following house rules, taking responsibility for behavior, and adapting to new environments. Ten indicators were in the "very well developed" category (BSB), such as following parental instructions, adjusting study and playtime, self-regulation, eating and drinking independently, and engaging with peers. Documentation from observations and interviews with the mother (Mrs. DH) confirmed these results.

Subject II: HY

HY scored in the "not yet developed" category (BB) on one indicator, showing a lack of caution around strangers and being unable to differentiate between rights and duties. Four other indicators were rated as "beginning to develop" (MB), such as starting to take responsibility for personal actions, performing assigned tasks, respecting others' rights and opinions, and demonstrating cooperation and tolerance. Nine indicators were rated as "developing as expected" (BSH), such as adapting to different situations, managing time between study and play, following parental instructions, and integrating with new people. Nine indicators were rated as "very well developed" (BSB), such as expressing feelings, solving game-related problems, putting toys away, using polite words, recognizing mistakes, and sharing with others. Documentation from interviews with the mother (Mrs. HL) supports these observations.

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Subject III: BA

BA showed a lack of development (BB) in three indicators, such as being unable to differentiate rights and duties, cooperate with peers, or self-regulate. Nine indicators were rated as "beginning to develop" (MB), including adapting to various situations, showing emotions, following house rules, and accepting responsibility for mistakes. Seven indicators were rated as "developing as expected" (BSH), such as solving problems in games, managing time, and expressing emotions. Four indicators were rated as "very well developed" (BSB), such as showing caution around new people, following parental instructions, and engaging with peers. These findings were corroborated by interviews with the father (Mr. AG).

Subject IV: AT

AT showed eight indicators in the "not yet developed" category (BB), such as being unable to say polite phrases (please, thank you), distinguish rights from duties, or follow house rules. Nine indicators were rated as "beginning to develop" (MB), such as adjusting to new situations, showing caution, following instructions, and expressing appropriate emotions. Five indicators were rated as "developing as expected" (BSH), such as expressing feelings, cooperating with peers, and sharing. Two indicators were rated as "very well developed" (BSB), such as solving problems during games and playing independently. These findings were further confirmed by observations and interviews with the mother (Mrs. HL).

DISCUSSION

The first subject, a 6-year-old child of Mrs. DH, appeared cheerful and obedient during the first observation. According to Mrs. DH, the child followed her every instruction. In terms of school, the child had to return home on time and was only allowed to play at home. Mrs. DH often praised the child after completing tasks and allowed the child to choose her own goals and hobbies. When the child made mistakes, she was gently advised and taught to resolve the problem independently. Mrs. DH implemented home rules that her daughter had to follow. On occasion, Mrs. DH would punish the child physically for mistakes, although this was not immediate, and she often gave in to the child's demands. Mrs. DH did not force the child to always study during free time, nor did she allow the child complete freedom to do anything she liked. The child played independently and was not accompanied by Mrs. DH when playing with peers. The child showed independence in eating, dressing, and tidying her bed, taking responsibility for herself.

The second subject, a child of Mrs. HL, appeared sociable with peers. According to interviews, Mrs. HL did not force the child to study during free time but noted that the child was disciplined, returning home on time and only playing at home. Praise was given when tasks were completed well, and the child was allowed freedom to engage in preferred activities. Misbehavior was met with gentle advice, and self-responsibility was emphasized. Mrs. HL imposed house rules, and repeated infractions resulted in light physical punishment. These rules helped the child develop independence, such as cleaning the bed and eating without assistance. The child was still helped with school uniforms but occasionally resisted going to school due to drowsiness, although Mrs. HL maintained firm discipline.

The third subject, a 5-year-old child of Mr. AG, displayed shyness with strangers. According to Mr. AG, the child always obeyed him, returning home on time and playing at home, with a focus on studying during free time. The child received praise for completing tasks and had freedom to choose hobbies and goals, as long as they were good. When mistakes were made, Mr. AG gave gentle advice, encouraged problem-solving, and refrained from physical punishment. Although independent in many tasks such as eating and dressing, the child still preferred to play under the supervision of Mr. AG, even though freedom to play with peers was permitted. The results show that two cases of single-mother parenting tend to lean towards a permissive parenting style. Permissive parents allow children to act according to their own wishes, giving no punishments and offering no control. This aligns with Ayun (2017), who states that permissive parenting is marked by unlimited freedom for the child to act on their desires, with little enforcement of rules or direction, even if the child's behavior conflicts with social norms.

In contrast, single fathers tended to adopt a more democratic parenting style, engaging in discussions with their children, emphasizing independence, and avoiding physical discipline when mistakes were made. This is consistent with Tridhonanto (2014), who notes that democratic parents provide opportunities for children to develop their potential while maintaining control.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that single-parenting in relation to the social-emotional development of 5-6 year-old children in Pondok Perasi Village, Mataram City, 2023, is moderate. The implementation of single-parenting in shaping the social-emotional behavior of 5-6 year-old children in Pondok Perasi, Ampenan, Mataram City, 2023, is significantly influenced by the living environment. Differences between the parenting styles of single mothers and single fathers are noticeable. In children, there is no clear sense of self-awareness, no strong sense of responsibility for themselves or others, and prosocial behavior has not yet emerged, largely due to the absence of complete parental involvement.

The factors influencing single-parenting in fostering social-emotional behavior in 5-6 year-old children in Pondok Perasi, Ampenan, Mataram City, include a lack of parenting knowledge, the child's living environment, and peer interactions.

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