

FACTORS AFFECTING DEVELOPMENT SOCIAL EMOTIONAL CHILDREN AGED 4-6 YEARS IN WANASABA LAUK VILLAGE

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Abstract

This study aims to determine the factors that influence the social emotional development of children aged 4-6 years in Bale Belek Hamlet, Wanasaba Lauk Village, using qualitative research methods with descriptive types. The data collection techniques used were observation, interviews, and documentation, data analysis techniques used were data reduction, data presentation, and data verification. While the validity of the data will be strengthened by extending observations, increasing perseverance, and data triangulation. The results of the study showed that there were several factors that influenced the social emotional development of children aged 4-6 years in Bale Belek Hamlet, Wanasaba Lauk Village, namely: 1) socio-economic factors, 2) educational factors, and 3) environmental factors.

Keywords: Parenting, Urrogate Parents, Social Emotional Children Aged 4-6 Year.

Abstrak

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi perkembangan sosial emosional anak usia 4-6 tahun di Dusun Bale Belek Desa Wanasaba Lauk, dengan menggunakan metode penelitian kualitatif dengan jenis deskriptif. Teknik pengumpulan yang digunakan yaitu observasi, wawancara, dan dokumentasi, teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan verifikasi data. Sedangkan keabsahan datanya akan diperkuat dengan melakukan perpanjangan pengamatan, meningkatkan ketekunan, dan triangulasi data. Hasil penelitian menunjukkan jika ada beberapa faktor yang mempengaruhi perkembangan sosial emosional anak usia 4-6 tahu di Dusun Bale Belek Desa Wanasaba Lauk yaitu: 1) factor social ekonomi, 2) factor Pendidikan, dan 3) factor lingkungan.

Kata kunci: Pola Asuh, Orang Tua Pengganti, Sosial Emosional Anak Usia 4-6 Tahun.

INTRODUCTION

Parenting is the pattern of raising children that applies in the family, namely how the family shapes the behavior of the next generation in accordance with good norms and values and in accordance with community life (Tony Setiabudhi, 2002). According to Chabib Thoha in Al. Tridonanto's book (Al. Tridonanto, 2014) parenting is the best way that parents can take in educating children as an embodiment of a sense of responsibility towards children. Meanwhile, according to Suzuhiinada (Suzuhiinada, 2021) parenting patterns can be assessed from various aspects such as the way parents provide rules, appreciation, punishment, attention, education, care and guidance until the child reaches the maturity process. The parenting style of parents in the family is the most important thing in forming a child's personality. With a parenting style, parents can educate, guide and direct and supervise their children in their actions and attitudes so that they do not commit negative acts such as juvenile delinquency.

But it is very unfortunate, economic demands are a problem in the family and require parents to leave their children to work to earn a living, leaving the country to support their children, therefore children who should get rights from their parents, instead do the opposite. They live with surrogate parents who are usually left with grandparents, aunts or uncles. Children who live with their grandparents sometimes only get enough nutrition, the important thing is to be able to eat and drink, so that their body development forms are different from children who live intact with their parents, and the child's social and emotional form will be inferior and likes to beg. There are also some children who live with their grandparents who come from well-to-do families who are given more nutritional intake, even more affection than usual, which will have an impact on the child's social and emotional well-being. Surrogate parents usually show too much affection, causing the child to lose control. This type of upbringing damages children's development, especially in terms of their social emotional development. Because the love of substitute parents is not commensurate with that of parents (Hijrah Lahaling, 2019).

Child development is a sequence of emotional, mental and linguistic changes from birth to adulthood. To support children's growth and development, there are several aspects of early childhood development according to experts in religion and morals, physical motor, cognitive, language, social emotional, and arts. These six

aspects are very important for parents to know in order to understand the various changes that will occur in children (Hilda Zahra Lubis dkk, 2022).

One aspect of development that is very important for parents to know and develop is the aspect of social emotional development. The aspects of social emotional development are divided into social development and emotional development. Social development is the level of a child's interactions with other people, from parents, siblings, playmates, to society at large. Meanwhile, emotional development is the outpouring of feelings when children interact with other people. A child's social emotional development is a sequence of emotional, mental and linguistic changes that occur from birth to adulthood to support the child's growth and development. Thus, social emotional development is a child's sensitivity to understanding other people's feelings when interacting in everyday life (Mira Yanti Lubis, 2019). Furthermore, according to Salovey and John Mayer quoted in Muzamil (Muzzamil, 2021) social emotional development includes: empathy, expressing and understanding feelings, allocating anger, independence, ability to adapt, ability to resolve personal problems, perseverance, solidarity, politeness and respectful attitude.

The role of parents in developing aspects of social emotional development is very important, including as role models and exemplars, as mentors and coaches, as supervisors or controllers, and as facilitators. However, this cannot be applied by the families of migrant workers, due to economic demands which require them to leave their children to work to earn a living abroad for the sake of the future. Therefore, children who should get rights from their parents, instead, live with grandparents or other relatives. The presence of grandparents or other relatives can have a big influence on a child's social-emotional development because the parenting style applied by grandparents is usually loose, such as pampering children by following their wishes. They only think that as long as the child is healthy and well, that is enough, but they do not realize that implementing such a parenting style will have an impact on the child's independence in solving problems later (Kholis, 2017).

The impact on the family is that it will make the family incomplete, changing family functions and the education of children in the family. Children's education in the family here is related to the parenting style that will be applied by substitute parents (grandparents) to children left behind by migrants, which will affect the child's personality and social emotionality in accordance with what the substitute parents have socialized (Latifatul Fatimah, 2017). Based on observations, researchers found that

there were 3 children who were abandoned by their parents to become migrant workers in Bale Belek Hamlet, specifically Wanasaba Lauk Village, Wanasaba District. Meanwhile, in the socialization process, the role of parents is very important for children's development. In this case, the most important thing is how to raise children. The author sees that there are many things that make children experience social and emotional problems.

METHOD

This research was conducted in Bale Belek Hamlet, Wanasaba Lauk Village, East Lombok Regency, West Nusa Tenggara, which was carried out for 2 months, using qualitative research with a descriptive approach, the data collection technique used in this research was interviews, interviews were conducted with the children's surrogate parents. which is the object of research. Secondly, observation is carried out by observing the daily activities carried out by children with substitute parents, children and their surrounding environment. The third documentation technique is documentation by looking for references related to problems in research. Data analysis was carried out in several stages, namely: data reduction stage, data display/presentation stage and drawing conclusions. Meanwhile, the validity of the data used is to increase persistence, source triangulation and technical triangulation.

RESULT AND DISCUSSION

A. Factors that Influence The Social Emotional of Children Aged 4-6 years

Based on the results of data collection carried out by researchers through observation and supported by interviews, the researchers identified 3 factors that influence the social emotional development of children aged 4-6 years who are raised by substitute parents in Bale Belek Hamlet, namely as follows:

1. Socioeconomic Factors

Socio-economic factors influence parents' parenting patterns. It can be seen from several studies that parents from lower economic backgrounds tend to be harsher on their children and often punish their children. In contrast to parents who come from middle-class economies, they tend to give warmth to their children, emphasizing children's curiosity and children's sensitivity in interacting with other people (Nufus & Adu, 2020). Researchers found that socio-economic factors are very influential in raising children as researchers found in the field, first, namely Rendi in daily life to meet needs at home, at

school regarding facilities, pocket money or pocket money, as well as money related to education costs and To survive on a daily basis, everything is borne by Ismail's grandmother, whose economic background comes from an underprivileged lower class economy, so that Rendi is less developed in terms of achievement at school, inferior, and lacks self-confidence. Due to poor economic conditions, it affected Rendi's personality, who grew up as a child who was less than optimal in terms of achievement at school, felt inferior and lacked self-confidence when hanging out with his friends.

Apart from Rendi, researchers found that socio-economic factors are very influential in raising Icha, in Icha's daily life when it comes to meeting needs at home and at school regarding facilities, pocket money or pocket money, and sustaining daily life, including that she comes from an economic class. below, so that I am not able to fulfill all of this, as a result, Icha's daughter is less developed in terms of achievement at school and lacks confidence in socializing with her other friends.

Furthermore, in the third research subject, the researchers found that socio-economic factors were very influential in Ihsan's upbringing. Ihsan comes from a family with a well-off economy so that in everyday life all of Ihsan's needs, including facilities, pocket money or pocket money, and daily living are met. well so that this influences Ihsan's development in terms of achievement at school, self-confidence, having a good mentality, and having talent because we as surrogate parents always facilitate Ihsan's talents and interests both from materials and infrastructure. The results of the research from the three children above show that the socio-economic situation of the family greatly influences children's social-emotional development which can be seen from how the children get along with their environment and the children's achievements at school.

2. Education Factor

Parents' educational ability may be influenced by their level of education to provide learning assistance about school subjects to their children. Parents who have a high level of education will be more confident in providing assistance when their children are studying. In achieving children's achievements, it is not only influenced by the educational background of parents, but students must always have emotional intelligence. In this regard,

according to Goleman in Uno, intellectual intelligence (IQ) only contributes 20% to success, while 80% is the contribution of other strength factors, including emotional intelligence or Emotional Quotient (EQ)(Hunainah & Fatchuroji, 2018).

This is in line with the opinion of one of the substitute parents that parents who have a higher educational background in their parenting practices tend to always want to give the best for their children, because with a broad knowledge that is known to be used as a guide in caring for and guiding children and in terms of the attitude and mental maturity of parents with a higher education background are better prepared. Meanwhile, parents from low backgrounds have minimal knowledge about how to care for children, so parents easily get emotional towards children, giving less attention and understanding to children.

Researchers found that the educational factor was very influential in Rendi's upbringing, because Rendi's parents only had education up to elementary school, Ismail's grandmother as Rendi's babysitter also only went to elementary school, therefore he personally didn't really know anything, he didn't know much about it. can read and write, doesn't know about the latest educational information in this era to apply the best care for Rendi's education, doesn't know what public information or school information is, therefore, in educating Rendi's son regarding problems at school, especially his own can't teach him, He couldn't guide him in his lessons at school, especially since Rendi's parents weren't with us at home, so Rendi's performance at school was not very satisfactory, he was even at the bottom of the ranking.

Second, researchers found that educational factors were very influential in Icha's upbringing. In everyday life, Icha's growth and development developed quite well in terms of education, even though she did not achieve much either at school or at home. Even though Icha only lives with her grandmother as a surrogate parent, she doesn't really know the latest educational information and general information regarding educational developments at school, so Grandma Fajariah's form of care for Icha is mediocre. However, Icha always studies independently at home, even though she doesn't get maximum guidance and the educational facilities are inadequate, for example, if Icha wants to develop an interest, talent in terms

of education, we can't facilitate it, because of her grandmother's lack of knowledge, and because of the family's economic situation, then the result is that Icha has mediocre achievements too.

Furthermore, researchers found that educational factors were very influential in raising Ihsan, in everyday life Ihsan was born into an educated family. Ihsan's surrogate parents work as teachers so all of this has a very good influence on Ihsan's emotional development from educational factors. Ihsan has a strong mentality, is intelligent, even in everyday life Ihsan uses Indonesian in daily communication, has good achievements, because he is supported by the desire of his surrogate parents to always facilitate the development of Ihsan's talents and interests, and thank God Ihsan's son is growing become children who are mentally strong, intelligent, accomplished and good at socializing.

The results of the research above clearly show how different Rendi, Icha and Ihsan are, Rendi, who received care from his grandmother and had an elementary school education, received less attention and assistance in terms of education. Icha has substitute parents who don't understand and are up to date with current developments, but Icha is a child who is diligent and independent in learning so her development is quite good. Meanwhile, Ihsan is with substitute parents who have teaching professions so that Ihsan grows up to be a smart, high-achieving child who is easy to get along with. So it can be understood that the education level of surrogate parents greatly influences the child. The educational level factor of surrogate parents is a tool to increase knowledge in providing education to children aged 0 to old age, because surrogate parents who have high levels of knowledge are usually influenced by their level of education. Others with low education usually care or pay attention to minimal or natural education in accordance with the passage of time or family influence (Mansur, 2005).

3. Environmental Factors

The environment is also a very strong factor that can influence the efforts of surrogate parents psychologically and physically towards the child. The influence of a good environment, for example in an environment where religious rules run well, this will have a big influence on the individuals around them. Therefore, surrogate parents can choose a good and safe environment

for the child's education (Mansur, 2005). As explained by Rujawati (Wati, 2024) from the results of her research, children whose social and emotional abilities are not good are influenced by an unsupportive environment. Children whose social emotions are less controlled is when the child receives less attention from the family environment, especially parents. For example, even though parents have registered their child at a TPA/recitation center, sent to school in a good place, but at home the family environment doesn't care about what he does, then this is the reason why the child's social and emotional performance is not good. So children will tend to be grumpy, bossy, and sometimes often fight with their siblings and won't even listen to their parents' advice.

Researchers found that environmental factors really influence Rendi in his daily life, for example at home Rendi hangs out with friends in a bad environment, rarely prays and recite the Koran, uses harsh words, this is what causes Rendi to have a very rough emotional development in his behavior. , and speaks very rude language too, rarely prays and recite the Koran, is late in reading the Koran too, because Ismail's grandmother as a surrogate parent is overwhelmed with supervising and nurturing Rendi's son, despite the condition of Rendi's grandmother who is already at an advanced age.

Furthermore, researchers found that environmental factors greatly influenced Icha's social emotional development in everyday life, Icha's surrogate parents were in a good social and religious environment. Icha is in an environment full of affection and a good religious environment, her parents instill strong religious teachings in Icha and socialize with her playmates from a good environment too. So that Icha grows up to be a child who obeys prayers, is diligent in reciting the Koran, is good at hanging out with good friends, has good morals, manners and manners, and Icha is easy to manage and direct towards positive things.

Furthermore, environmental factors have a very big influence. Like the environment where Ihsan lives, where Ihsan comes from a very good environment, is religious, speaks good words and behaves well too. So Ihsan's social emotional development is very good in terms of behavior, communication, and obedience to worship such as prayer and reciting the Koran, as well as obeying his family to direct him towards positive things.

So it can be concluded that the environment will greatly influence each child's development, including the child's social and emotional development, especially the family environment. Because the family is the environment closest to the child, the family has a large role and function in supporting the child's development. Hurlock in Silvi Aqidatul Ummah (Silvi Aqidatul Ummah, 2020) states that a positive parental attitude will have a positive and good impact on children's behavior. But on the other hand, if the parents' attitude is less indifferent to the child, the child will tend to be irresponsible and have poor behavior. The condition of the family will influence the condition of the child. Children with good or harmonious families will also go through a good social development process, and conversely, children with a bad family environment will become obstacles and problems in their social development process (Husna & Suryana, 2021). Because a family atmosphere or environment that is comfortable, calm and full of understanding between each other will make children develop cheerfully, lively and enthusiastically, their intelligence will develop well (Khoiruddin, 2018).

CONCLUSION

Based on the results of research conducted by researchers in Bale Belek Hamlet, Wanasaba Lauk Village relating to factors that influence the social emotional development of children aged 4-6 years in Bale Belek Hamlet, Wanasaba Lauk Village, they are: there are several factors that influence children's social emotional development, namely factors socio-economic, an economy that is sufficient to meet physical and spiritual needs will help children's social-emotional development develop well and vice versa. Second, educational factors also greatly influence children's social and emotional development. Because education is one of the most fundamental human needs, it is a child's need to know what is positive and what is negative. Third, environmental factors also greatly influence children's social emotional development. A good environment will make children grow and develop well, a strong religious environment will make children become religious individuals, and vice versa.

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