



## **Analysis of Socio-Emotional Development in Four-Year-Old Broken Home Child in Nagari Simpang: A Case Study**

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### **Abstract**

A broken home will impact the socio-emotional development of early childhood. Bad relationships in a family are the focus of this research problem. This study aims to describe the analysis of the socio-emotional development of a four-year-old broken home child in Nagari Simpang, a village in Simpang Alahan Mati Subdistrict, Pasaman Regency, West Sumatera Province. This descriptive qualitative research used a case study approach. The researchers collected data through observation, interviews, and documentation with one girl as subject of the study. The data analysis technique was done by data triangulation. The results showed that a broken home in a four-year-old child had a good and also bad impact on the child's socio-emotional development at the same moment. The impact was where the child could control and look at herself. However, in socializing, the girl imposed herself in an environment that often involved her. This finding provides an understanding to parents in developing socio-emotional abilities of early childhood in a broken home family.

### **Keywords:**

Socio-Emotional Development, Broken Home, Four-Year-Old Child

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**Abstrak**

Broken home akan berdampak pada perkembangan sosial emosional anak usia dini. Hubungan yang tidak baik dalam sebuah keluarga menjadi fokus masalah penelitian ini. Penelitian ini bertujuan untuk mendeskripsikan analisis perkembangan sosial emosional anak usia 4 tahun broken home di Nagari Simpang, yaitu sebuah Desa di Kecamatan Simpang Alahan Mati, Kabupaten Pasaman, Provinsi Sumatera Barat. Penelitian kualitatif deskriptif ini menggunakan pendekatan studi kasus. Peneliti mengumpulkan data melalui observasi, wawancara, dan dokumentasi dengan seorang gadis sebagai subjek penelitian. Teknik analisis data dilakukan dengan triangulasi data. Hasil penelitian menunjukkan bahwa broken home pada anak berusia empat tahun memiliki dampak baik dan juga buruk pada perkembangan sosial emosional anak pada saat yang sama. Dampaknya adalah anak bisa mengontrol dan melihat dirinya sendiri. Namun, dalam bersosialisasi, gadis itu memaksakan diri dalam lingkungan yang sering melibatkan dirinya. Temuan ini memberikan pemahaman kepada orang tua dalam mengembangkan kemampuan sosio-emosional anak usia dini dalam keluarga yang broken home.

**Kata Kunci:**

Perkembangan Sosial-Emosional, Broken Home, Anak Empat Tahun

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## INTRODUCTION

Early childhood is a unique individual experiencing a period of rapid growth and development in physical, cognitive, socio-emotional, creativity, language, and communication aspects, which develop according to the stages the child is going through. Here, the family is the first and foremost institution in shaping children's character and as a very important forum for socializing life between children (Kusumawati, 2020). Therefore, families, especially parents, play a vital role in the growth and development of children at an early age.

On the other hand, the term broken home comes from an English word, which means the breakdown of a household. A broken home is a term that describes a family situation that is not harmonious, not friendly, and not prosperous, causing conflict and division in a family (Aditya & Khotimah, 2016). A family is said to be broken home if it meets the following criteria: (a) death of one or both parents, (b) parental divorce, (c) poor marriage/poor relationship between husband and wife, (d) poor parent-child relationship, (e) high tensions and low warmth, and (f) one or both parents have a psychological personality disorder (Yusuf in Miftakhuddin & Harianto, 2020). In addition, the situation or condition of a family will impact the family members themselves. Two things need to be considered by divorced parents for the good of the child's developmental conditions, including being prohibited from talking bad about their ex-partner and making a commitment to reunite the child with parents who do not live with the child (Susanto, 2019).

Furthermore, socio-emotional development is a learning process to adjust to understand the circumstances and feelings when interacting with people in an environment, either with parents, siblings, peers, or other people in their daily lives (Zulkifli in Indanah & Yulisetyaningrum, 2019). In early childhood, socio-emotional is children's learning process about how to interact with others following existing social rules and so that children can better control their feelings in accordance with the ability to identify and express these feelings (Nurjannah,

2017). It can be said that the child's socio-emotional development is simultaneously through interactions with the environment that express control over his feelings. Besides, social skills are the ability to interact with other people in a social context through special ways that are acceptable to the environment and are mutually beneficial for both individuals and others (Cartletge & Milburn in Agusniatih & Monepa, 2019).

In addition, the socio-emotional aspect is one aspect of early childhood development that must be fostered. In this regard, giving good stimulation will have a good effect and vice versa. Therefore, the categories of broken home families do not always have a bad influence on children. However, it depends on providing stimulation in parenting or educating children from an early age. In the development of social aspects, early childhood is also expected to have the ability, and learning outcomes achieved, including the ability to recognize the surrounding environment, nature, social environment, and society's role, appreciate the socio-cultural diversity around the child, and develop self-concept, positive attitude towards learning, and has good self-control and empathy for others (Musyarofah, 2017). Besides, emotional intelligence requires humans to develop their socio-emotional abilities, which include awareness of one's emotional state, the ability to manage emotions, motivate oneself, and express feelings to others (Tridhonanto & Agency, 2019). These abilities are intended so that children can optimize their socio-emotional in everyday life.

Children can build and establish good relationships with peers if they fulfill three components: (a) knowledge of appropriate emotional states to be accepted by social situations (social knowledge), (b) ability to empathize with others, and (c) have confidence in one's strength (locus of control) (Adam in Susanto, 2017). These three components are needed in the socio-emotional development of children to build and undergo interactions and be accepted by social situations. In addition, the family is also the place where the early childhood socialization process begins.

The previous research results entitled *"The Impact of Divorce on the Emotional Development of Children 3-5 Years Old at the*

*Al Kautsar Sukoharjo Foundation*" also showed that children from divorced families tended to be less good due to lack of affection. The description of the emotional conditions shown by the child included not being able to control himself when he was angry, which was often angry with unclear reasons, yelling, often crying, and rebelling (Rosyada & Mutma'inah, 2019). Meanwhile, Widiastuti's research results entitled "*The Impact of Divorce on the Socio-Emotional Development of Children Aged 5-6 Years*" revealed that parents' divorce was due to economic problems, differences in social status, not getting approval, infidelity, domestic violence, and getting married at an early age. Those impacted the children's socio-emotional development, showing more positive developments than negative ones (Widiastuti, 2015).

Based on the previous study results, it can be concluded that broken homes do not always negatively impact children's development. However, it is necessary to provide stimulations in the environment to optimize child development. Providing good care is also crucial to ensure optimal growth and development of children, such as emotional support and affection, which make a real contribution to the children's social skills development (Darmadji et al. in Agusniatih & Monepa, 2019). It indicates that the role of both parents is vital in fulfilling and providing appropriate care to optimize children's socio-emotional development.

From the description above, the focus of this research is to describe the socio-emotional development of a four-year-old broken home child in Nagari Simpang.

## METHODS

This descriptive qualitative research used a case study approach and involved one child aged four years as the subject. The research was carried out in Nagari Simpang, Simpang Alahan Mati Sub-District. For the instruments in this study, the researchers employed data collection techniques of observation, interviews, and documentation. Data analysis was then carried out utilizing the Milles and Huberman models: reduction, display, and conclusion/verification.

Meanwhile, the data validity was tested using data triangulation.

**Table 1.** Observation Format

No	Observed Aspects	Indicators	Observation Results
1.	<i>Intrapersonal Intelligence on Self-Control</i>	a. Be friendly b. Selfless c. Dependency d. The urge to compete	
	<i>Self-Image</i>	a. Generosity b. Social support c. Imitating behavior	
2.	<i>Interpersonal Intelligence</i>	a. Cooperating b. Empathy c. Sympathy d. Familiar behavior	

**Table 2.** Interview Format

Name :  
Occupation :  
Questions :

No	Observed Aspects	Questions	Description
1.	<i>Intrapersonal Intelligence on Self-Control</i>	a. How is the friendly attitude of a broken home child? b. How is selfless behavior in a broken home child? c. What is the form of dependency behavior in a broken home child? d. How is the competition in a broken home child?	
	<i>Self-Image</i>	a. How is the generosity attitude in a broken home child? b. How is social support within a broken home child?	

2. <i>Inter-personal Intelligence</i>	<p>c. What is the form of imitating behavior in a broken home child?</p> <p>a. How is cooperative behavior in a broken home child?</p> <p>b. What is the form of empathy in a broken home child?</p> <p>c. How is the sympathy behavior in a broken home child?</p> <p>d. How is the familiar behavior in a broken home child?</p>	<p>On July 6, 2021, when her grandmother fed child X, her grandfather came home from outside, and child X saw her. Then, child X greeted her grandfather happily while calling 'Tok' (CL9).</p>
		<p>On June 28, 2021, the researchers observed child X providing a seat for her friends who would play with her (CL1). On July 02, 2021, the researchers saw that child X's selflessness appeared during activities with her friends, which indicated allowing them to borrow the game she had (CL5). On July 6, 2021, the researchers observed child X's selflessness that stood out when she ate bread from her grandmother, accompanied by her friend. She immediately cut the bread as big and gave it to her friends to eat together (CL9). On July 8, 2021, when child X was watching YouTube, her cousin came suddenly and immediately approached child X. Then, child X turned to her cousin, who was watching her and watched behind her. Child X then shifted her position so that her cousin could also watch YouTube freely (CL11).</p>

## RESULTS AND DISCUSSION

The socio-emotional development of a four-year-old broken home child in Nagari Simpang was found based on the data obtained under the observed aspects of the child's social-emotional nature. First, intrapersonal intelligence on self-control comprises a friendly attitude, selflessness, dependence, and the urge to compete. Second, intrapersonal intelligence on self-image includes generosity, social support, and imitation behavior. Third, interpersonal intelligence consists of cooperation, empathy, sympathy, and familiar behavior.

**Table 3.** Research Findings (Observations)

Observation Data	Findings
<p>On June 29, 2021, child X's friendly attitude from a broken home family was seen when using an android. At that time, she saw her cousin walking into her house. Then, child X showed a friendly attitude by greeting her cousin with a smile and invited her together using android (CL2).</p>	<p><i>Intra-personal Intelligence on Self-Control</i></p> <p>1. Be Friendly</p>
<p>On July 3, 2021, the researchers observed the friendly attitude of child X that when she was in front of the house and saw her aunt walking with a friend, child X then greeted her aunt with a smile and invited her home (CL6).</p>	
	<p>On June 29, 2021, the researchers observed that the dependent attitude of child X was prominent when she wanted to play using her game tool; she had to have a playmate. Hence, child X called her friend by shouting in front of the house (CL2).</p>
	<p>On June 30, 2021, the researchers observed the dependent attitude of child X when she wanted to urinate, who always called her grandmother or aunt to accompany her to the toilet (CL3).</p>
	<p>On July 3, 2021, when child X was about to eat, the researchers saw the dependence of child X that appeared, which was always wanting to be fed by her grandmother (CL6).</p>

On July 5, 2021, the researchers observed that the dependent attitude of child X appeared when she was going to play with her friends. Child X's dependence was in the form of always asking her friends to play around her house (CL8).

On July 7, 2021, the researchers observed that child X's dependence appeared when she wanted snacks. She always asked her grandmother or aunt to buy it because she was lazy to leave the house (CL10).

On July 8, 2021, the researchers observed that child X's dependency attitude appeared when she wanted an android. She approached her grandmother, aunt, or mother to borrow it (CL11).

On July 1, 2021, the researchers observed that competition appeared in child X from a broken home when interacting with her friends in using android to access TikTok. Her friend said she could do the same on TikTok and demonstrated live. However, child X responded that she could also do that and said she had made the video before (CL4).

On July 9, 2021, the researchers observed that competition appeared in child X when playing a running race with friends trying to win over their friends (CL12).

On June 30, 2021, while child X was watching TV with her friend, the researchers observed child X's generosity by cutting one of her pieces of bread and giving it to her friend who was watching (CL3).

On July 1, 2021, the researchers observed that child X's generosity appeared when she shared cakes with her cousin and lent her toys at home to her playmate (CL4).

On July 6, 2021, when child X interacted with her friends, the researchers observed the generosity of child X that appeared by distributing her cake to her playmate (CL9).

**Intra-personal Intelligence on Self-Image**  
1. Generosity

4. The urge to compete

On July 9, 2021, the researchers observed that child X's generosity appeared when child X played with her friend, who allowed her to use her playing tools (CL12).

On July 1, 2021, the researchers observed the social support that appeared in child X when she accepted her friend's opinion, who asked her to play a role as a mother (CL4).

On July 3, 2021, the researchers observed that child X's social support appeared when she accepted her grandmother's advice to eat first before continuing to play (CL6).

On July 5, 2021, the researchers observed that child X's social support appeared when she received a warning from her aunt not to run around the upper house because it could endanger her (CL8).

On June 28, 2021, the researchers observed imitating behavior that appeared in child X when accessing TikTok on android by showing the same thing in it (CL1).

On July 4, 2021, when child X was playing with her friend, the researchers observed that her imitating behavior stood out. When her friend showed that she could jump high, child X did the same thing (CL7).

On July 8, 2021, the researchers observed that child X's imitating behavior appeared after she accessed YouTube observing make-up, where X's child also did it to her cousin (CL11).

On June 28, 2021, the researchers noticed that child X's cooperative behavior was prominent when she played games on android with her cousin together (CL1).

On June 30, 2021, when child X was playing with her friends on the house's terrace, the researchers observed the cooperative behavior of child X that appeared when carrying out the respective roles that they had

2. Social support

3. Imitating behavior

**Interpersonal Intelligence**  
1. Cooperating

determined by using a small tent (CL3).

On July 4, 2021, the researchers saw that child X's cooperative behavior stood out when she played cooking with friends using existing game tools (CL7).

On July 2, 2021, the researchers observed that child X's empathy appeared when a friend cried because her hand was stuck in a chair. Child X then tried to calm her friend by expressing what her friend felt (CL5).

On July 7, 2021, when the younger sister of X's friend was crying because her sister took her food when they were playing, child X's empathy was trying to calm and hug the younger sister (CL10).

On June 29, 2021, when child X was using an android, the researchers observed child X's sympathy for her cousin, who was alone in confusion. Then, child X called and invited her to play with her (CL2).

On July 5, 2021, the researchers observed the sympathetic attitude of child X when her cousin had difficulty opening the door. Child X then helped her cousin open the door (CL8).

On July 9, 2021, the researchers observed the sympathetic attitude of child X when her friend fell running, and child X helped her friend (CL12).

On June 28, 2021, the researchers saw familiar behavior in child X that appeared when using an android with her cousin at home with mutually responding interactions (CL1).

On June 30, 2021, while playing, the researchers saw the familiar behavior that appeared in child X with her friends (CL3).

On July 4, 2021, child X's familiar behavior stood out when she played with her friends with the toy she had (CL7).

On July 8, 2021, child X's familiar behavior appeared when she contacted her aunt through her grandmother's android by video calling (CL11).

**Table 4.** Research Findings (Interview)

Interview Data	Findings
<p>2. Empathy</p> <p>“Hari ini ibu melihat sikap ramah anak X ketika ia sedang menggunakan android kemudian menyapa sepupunya sambil tersenyum yang sedang berjalan di dalam rumah sendirian” (WM).</p> <p>[“Today, mother sees the friendly attitude of child X when she is using android, then she greets with a smile her cousin who is walking in the house alone” (WM).]</p> <p><b>CW2</b></p> <p>“Untuk sikap ramah anak X hari ini, Ibu melihat ia menyapa tantenya di depan rumahnya, dimana tante tersebut sering menemaninya bermain dan membawanya main ke luar rumah” (WM).</p> <p>[“For child X's friendly attitude today, mother sees her greeting her aunt in front of her house, where the aunt often accompanies her to play and takes her outside to play” (WM).]</p> <p><b>CW6</b></p> <p>“Sikap ramah anak X muncul ketika ia makan terlihat kakeknya pulang, kemudian langsung disapa sambil panggil Tok” (WM).</p> <p>[“Child X's friendly attitude appeared when she ate and saw her grandfather coming home, then she immediately greeted him while calling, Tok” (WM).]</p> <p><b>CW9</b></p> <p>“Ibu melihat sikap tidak mementingkan diri sendiri pada anak X terlihat ketika ia menyediakan tempat duduk untuk teman-temannya yang akan bermain bersamanya” (WM).</p>	<p><b>Intra-personal Intelligence on Self-Control</b></p> <p>1. Be friendly</p>
<p>3. Sympathy</p>	
<p>4. Familiar behavior</p>	<p>2. Selfless</p>

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["Mother saw selflessness in child X, seen when she provided a seat for her friends who would play with her" (WM).]

**CW1**

*"Hari ini sikap tidak mementingkan diri sendiri anak X ketika ia bermain bersama temannya dengan memberikan kesempatan pada teman-teman untuk menggunakan alat permainan yang dimilikinya"* (YA).

["Today, child X's selfless attitude is that when she plays with her friends, she allows them to use the games she has." (YA)]

**CW5**

*"Pada hari ini Ibu melihat sikap tidak mementingkan diri sendiri pada anak X muncul ketika sedang memakan roti yang ditemani temannya ia langsung memotong roti sama besar dan diberikan kepada temannya untuk ikut makan bersama-sama"* (WM).

["Today, mother sees the selflessness of child X appears when she is eating bread accompanied by her friend. She immediately cuts the bread into the same size and gives it to her friends to eat together" (WM).]

**CW9**

*Ketika anak X sedang menonton YouTube, Ibu melihat tiba-tiba sepupunya datang dan langsung mendekati anak X, kemudian anak X menggeserkan posisinya agar sepupunya juga dapat menonton YouTube dengan leluasa"* (MR).

**CW11**

["When child X was watching YouTube, mother saw her cousin suddenly came and immediately approached child X. Then, child X shifted her position so that her cousin could also watch YouTube freely" (MR).]

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*"Ibu melihat sikap 3. Depen*  
*ketergantungan anak X yang dency*  
*menonjol ketika ia ingin bermain*  
*menggunakan alat permainannya*  
*harus ada teman bermainnya,*  
*sehingga anak X memanggil*

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*temannya dengan berteriak di depan rumah"* (WM).

["Mother saw the dependent attitude of child X, which stood out when she wanted to play using her game tool, which had to be with a playmate. Then, child X called her friend by shouting in front of the house" (WM).]

**CW2**

*"Hari ini Ibu melihat ketergantungan anak X ketika mau buang air kecil selalu memanggil nenek atau tantenya untuk membantu menemaninya ke toilet"* (WM).

["Today, the mother sees the child X's dependent when she wants to urinate, who always calls her grandmother or aunt to help accompany her to the toilet" (WM).]

**CW3**

*"Pada hari ini ketergantungan anak X muncul ketika ia akan makan selalu ingin disuapi nenek"* (WM).

["On this day, child X's dependence appears when she is going to eat, where she always wants to be fed by her grandmother" (WM).]

**CW6**

*"Pada hari ini Ibu melihat sikap ketergantungan anak X muncul ketika akan bermain dengantemannya, ketergantungan anak X ialah selalu meminta temannya untuk bermain di sekitar rumahnya saja"* (SS).

["Today, the mother sees the dependence of child X appears when she is going to play with her friends. Child X's dependence is always asking her friends to play around her house" (SS).]

**CW8**

*"Untuk ketergantungan anak X muncul ketika menginginkan makanan ringan, ia selalu meminta tolong nenek atau tantenya yang membelikan karena anak X malas keluar rumah"* (WM)

["For child X's dependence, it appeared when she wanted snacks, in which she always asks her grandmother or aunt to buy it

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because child X is lazy to leave the house" (WM).]

**CW10**

*"Sikap ketergantungan anak X muncul yang Ibu lihat ketika menginginkan android ia mendekati nenek, tante atau ibunya untuk meminjamnya"* (MR)

["The dependent attitude of child X that the mother saw was when she wanted an android, she approached her grandmother, aunt, or mother to borrow it" (MR).]

**CW11**

*"Untuk perilaku persaingan pada anak X biasanya jarang terlihat oleh Ibu, namun hari ini Ibu hanya melihat persaingan anak X tidak mau kalah dari temannya dalam melakukan sesuatu yang dilihatnya pada android yang sedang terkenal (TikTok) saat sekarang ini"* (WM).

4. The urge to compete

["For competitive behavior in child X, it was usually rarely seen by the mother. However, today, mother only sees the competition of child X who does not want to lose to her friend in doing something, which she sees on the popular android (TikTok)" (WM).]

**CW4**

*"Hari ini Ibu melihat persaingan anak X muncul ketika bermain lomba lari dengan teman yang berusaha untuk menang dari teman-temannya"* (YA)

["Today, mother sees that child X's competition emerges when playing a running race with friends, where she tries to win over her friends." (YA)]

**CW12**

*"Ibu melihat kemurahan hati anak X dengan memotong 1 roti miliknya dan diberikan kepada teman menonton bersamanya"* (WM).

**Intra-personal Intelligence on Self-Image**

1. Generosity

"Mother saw the generosity of child X who cut one of her pieces of bread and gave it to a friend

who was watching with her" (WM).

**CW3**

*"Hari ini Ibu melihat kemurahan hati anak X muncul ketika ia berbagi makanan kue kepada sepupunya temannya bermain dengan alat-alat permainnya di rumah"* (WM)

["Today, mother sees that child X's generosity appears when she shares cakes with her cousin and lend her toys at home to her playmate" (WM).]

**CW4**

*"Untuk kemurahan hati anak X yang muncul dengan membagikan kue miliknya kepada teman bermain"* (WM)

["Child X's generosity appeared by sharing her cake with her playmates" (WM).]

**CW9**

*"Yang Ibu lihat kemurahan hati anak X muncul ketika anak X bermain dengan temannya yang memberikan temannya untuk menggunakan alat-alat permainan miliknya"* (YA)

["What the mother saw was that child X's generosity appeared when she played with her friend, in which she allowed her friend to use her playing tools" (YA).]

**CW12**

*"Hari ini Ibu melihat dukungan sosial yang muncul pada anak X, yaitu ketika ia menerima pendapat temannya untuk diminta perannya dalam bermain sebagai Ibu"* (WM).

2. Social support

["Today, mother sees social support that appears in child X, namely when she accepts her friend's opinion to be asked for her role in playing mother" (WM).]

**CW4**

*"Ibu melihat dukungan sosial anak X muncul ketika anak X menerima dinasehati Ibu sendiri tadi untuk makan terlebih dahulu sebelum melanjutkan kegiatan bermain"* (WM).

["Mother saw that child X's social support appeared when she received her advice to eat first before continuing to play" (WM).]

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**CW6**

“Untuk dukungan sosial anak X muncul ketika anak X menerima teguran dari Ibu sendiri untuk tidak berlari-lari bermain di rumah atas karena dapat membahayakan mereka” (SS).

[“Child X's social support appeared when she received a reprimand from her mother for not running around playing in the upper house, which could endanger her” (SS).]

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**CW8**

“Perilaku meniru anak X muncul pada harini ketika menunjukkan hal yang sama di dala TikTok” (WM).

[“Child X's imitating behavior emerges today when she shows the same thing on TikTok” (WM).]

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**CW1**

“Untuk hari ini Ibu melihat perilaku meniru anak X menonjol saat temannya menunjukkan ia bisa melompat yang tinggi dan anak X pun melakukan hal yang sama” (EL).

[“Today, the mother notices that child X's imitating behavior standouts when her friend shows her that she can jump high, and child X does the same” (EL).]

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**CW7**

“Hari ini Ibu mengamati perilaku meniru anak X rias make up kepada sepupunya yang dilihatnya dari YouTube” (MR).

[“Today, mother observes child X's imitating behavior to her cousin, which she sees from the make-up video on YouTube” (MR).]

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**CW11**

“Hari ini Ibu melihat perilaku **Inter-kerja sama** anak X terlihat ketika **personal** ia bermain game dengan **Intelligence** sepupunya secara bersama-sama” (WM).

[“Today, mother sees the cooperative behavior of child X, seen when she plays games with her cousin together” (WM).]

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**CW1**

“Untuk perilaku kerja sama muncul ketika bermain dengan menjalankan peran masing-

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masing yang sudah mereka tentukan dengan memanfaatkan tenda kecil” (WM).

[“Cooperative behavior appeared when playing, by carrying out the respective roles that they have determined by using a small tent” (WM).]

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**CW3**

“Ibu melihat perilaku kerja sama anak X muncul ketika ia bermain masak-masakan bersama teman dengan menggunakan alat-alat permainan yang ada” (EL).

[“Mother saw that child X's cooperative behavior appeared when she played cooking with friends using the existing game tools” (EL).]

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**CW7**

“Empati anak X muncul ketika teman sedang menangis tangannya terjepit di kursi dan anak X berusaha untuk menenangkan dengan melibatkan ekspresi ikut merasakan yang dirasakan oleh temannya” (YA).

[“Child X's empathy appeared when a friend was crying because her hand was stuck in a chair, and child X tried to calm her down by involving the expression of feeling what her friend felt” (YA).]

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**CW5**

“Ibu melihat empati anak X berusaha menenangkan dan memeluk adik teman menangis karena diambil makanan oleh kakaknya di tempat mereka bermain” (WM).

[“Mother saw the empathy of child X was trying to calm and hug a friend's sister who was crying because her sister took food from where they were playing” (WM).]

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**CW10**

“Hari ini Ibu mengamati simpati anak X kepada sepupunya yang sedang sendiri kebingungan, kemudian anak X memanggil serta mengajak bermain bersamanya” (WM).

[“Today, mother observes the sympathy of child X for her cousin who is alone in confusion, then child X calls and invites her to play with her” (WM).]

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<p style="text-align: center;"><b>CW2</b></p> <p><i>“Yang Ibu lihat sikap simpati anak X ketika sepupunya kesulitan untuk membuka pintu, anak X kemudian membantu sepupunya tersebut membuka pintu” (SS).</i></p> <p>[“What the mother saw was the sympathetic attitude of child X when her cousin had difficulty opening the door, and child X then helped her cousin open the door” (SS).]</p> <p style="text-align: center;"><b>CW8</b></p> <p><i>“Pada hari ini Ibu melihat sikap simpati anak X ketika membantu temannya yang jatuh akibat berlari” (YA).</i></p> <p>[“Today, mother sees the sympathetic attitude of child X when helping her friend who falls as a result of running” (YA).]</p> <hr/> <p style="text-align: center;"><b>CW12</b></p> <p><i>“Perilaku akrab anak X biasanya hanya pada orang yang sering bersamanya, hari ini perilaku akrab anak X muncul ketika ia menggunakan android bersama sepupunya sambil mengobrol-ngobrol” (WM).</i></p> <p>[“Child X's familiar behavior was usually only with people who were often with her, but today, child X's familiar behavior appears when she uses her android with her cousin while chatting” (WM).]</p> <p style="text-align: center;"><b>CW1</b></p> <p><i>“Ibu melihat perilaku akrab anak X ketikan ia bermain dengan teman-temannya tadi” (WM).</i></p> <p>[“Mother saw the familiar behavior of child X when she played with her friends earlier” (WM).]</p> <p style="text-align: center;"><b>CW3</b></p> <p><i>“Hari ini yang Ibu lihat perilaku akrab anak X saat ia bermain bersama teman-temannya dengan alat-alat permainan yang ia miliki” (EL).</i></p> <p>[“Today, the familiar behavior of child X that the mother sees is when she plays with her friends with the game tools she has” (EL).]</p> <p style="text-align: center;"><b>CW7</b></p> <p><i>“Ibu melihat keakraban anak X dengan tantenya yang ia</i></p>	<p><i>hubung melalui videocall” (MR).</i></p> <p>[“Mother saw the closeness of child X with her aunt whom she contacted via video call” (MR).]</p> <hr/> <p style="text-align: center;"><b>CW11</b></p> <p><i>“Upaya Ibu terhadap perkembangan sosial emosional anak X broken home dengan mengajak anak untuk berinteraksi dengan lingkungan serta mendukung kegiatan anak X dengan lingkungan terdekatnya dan juga dberi arahan untuk bersikap baik supaya dapat diterima lingkungan.”</i></p> <p>“Mother's efforts towards the socio-emotional development of broken home child X were by inviting her to interact with the environment, supporting child X's activities with her immediate environment, and giving directions to behave well so that the environment could accept her.”</p> <p style="text-align: center;"><b>CW1- CW4, CW6, CW9-CW10</b></p> <p><i>“Berupaya memberikan arahan atau nasehat kepada anak X broken home untuk berperilaku dengan baik supaya dapat diterima oleh lingkungan”</i></p> <p>[“Attempts to provide direction or advice to the broken home child X to behave properly to be accepted by the environment”]</p> <p style="text-align: center;"><b>CW5 and CW12</b></p> <p><i>“Dengan memberi nasehat jika berperilaku atau bersikap tidak baik pada lingkungan sosial”</i></p> <p>[“By advising if she behaves badly in a social environment”]</p> <hr/> <p style="text-align: center;"><b>CW7-CW8 and CW11</b></p>
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Based on the findings in a study on a four-year-old child in Nagari Simpang from June to July 2021, the researchers then discussed it based on supporting theories, as follows:

### **Intrapersonal Intelligence on Self-Control** *Be friendly*

The child's friendly attitude was shown in the surrounding environment, especially in an environment often involved in her daily activities, so that she was used to interacting.

However, it did not apply to the environment she had just become acquainted with. This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing. A child's friendly attitude is shown through his/her willingness to do something by expressing affection for others (Hurlock in Rohayati, 2013).



**Figure 1.** Friendly attitude by greeting aunt who passes in front of the house

### *Selfless*

An unselfish attitude or behavior was shown by an attitude that cared about the surrounding environment. This attitude or behavior appeared when the child cared for her immediate environment, showing that she always provided or prepared the needs to play while she had it when playing with her friends. The pattern of selfless behavior is children's behavior in responding to the social environment by thinking and doing for others, such as having the opportunity and the urge to share what they have (Hurlock in Rohayati, 2013).



**Figure 2.** Unselfish behavior by providing a seat for playmates

It can be said that the existence or birth of selfless behavior in children shows the child's caring attitude towards the environment

because what they do is for the common interest in socializing. This attitude or behavior describes the socio-emotional development of the children themselves to control or respond to socializing.

### *Dependency*

Dependence on children arose because it had become a habit, such as dependence on playmates and the need for help from the family environment when going to the toilet or approaching grandmother, aunt, or mother to lend an android, which had become a habit. Dependent behavior is shown to require help, attention, and affection from the environment (Hurlock in Rohayati, 2013).



**Figure 3.** Dependent attitude by asking for help to accompany to the toilet

It can be said that the emergence of a child's dependent behavior is shown when she wants something that has become her habit, such as the need for help from her environment, from family, people she knows, and her playmates. This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing (Soetijiningsih, 2012).

### *The Urge to Compete*

The child's competitive urge arose when she felt she did not want to lose to her friend, seen when she did not want to lose from the actions taken by her friend during the race. The drive to be superior to others is to achieve a victory or champion in a game (Hurlock in Hamzah, 2015).



**Figure 4.** The urge to compete to be superior/win the running competition from friends

It can be concluded that the urge to compete in a broken home child arises due to the urge to feel superior to her friends. However, competition in children was not very visible, and children showed the competition that appeared healthily. This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing.

#### **Intrapersonal Intelligence on Self-Image Generosity**

The child's generosity arose when she shared with her environment, whether food or toys. It can be said that children's generosity is shown through the behavior of sharing with the surrounding environment without any coercion to take these actions. Sharing behavior is generous behavior to the environment and aims to be accepted in the social environment (Hurlock in Rachmana & Budiani, 2013). This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing.



**Figure 5.** Generosity by sharing cakes with cousins

#### **Social Support**

The child's social support was shown by accepting the opinion of friends, willing to be reprimanded, and being advised by the environment. It can be said that the social support of a broken home child is indicated by the behavior of acceptance of the social support provided by the environment so that it can give birth to behavior accepted by social situations. Relationships are well established when interacting with the environment between individuals, and it is because of relationships that influence each other (Ahmadi in Ilmi & Marlina, 2019). This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing.



**Figure 6.** Social support by accepting the opinion of friends in the role of mother

#### **Imitating Behavior**

A child's imitating behavior appeared when she imitated what she saw on TikTok, imitated the jumping motions made by her friends, and imitated make-up activities from videos she watched on YouTube.



**Figure 7.** The behavior of imitating make-up on YouTube

It can be said that the behavior of imitating in a broken home child appears when

the child is interested in doing something, which is then practiced directly from what she sees. Children's socialization abilities begin with the process of imitation, where children begin to learn to imitate to be accepted in social situations, which are the beginning of socializing (Tadjudin, 2014). This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing.

### **Interpersonal Intelligence**

#### ***Cooperating***

The child's cooperation was seen when doing something together with other people, such as interacting with playmates and the closest environment, which seemed to establish a close relationship between them. Cooperative behavior is a form of children's ability in groups to carry out an activity that can control themselves in that activity together (Hurlock in Susanto, 2017).



**Figure 8.** Playing together with friends on the terrace

In conclusion, the cooperation in a broken home child is only related to the surrounding environment, especially in the environment she often interacts with. This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing.

#### ***Empathy***

The child's empathy was shown when she felt what was felt by her immediate environment, by showing expressions and giving an action, such as trying to calm a friend who was stuck in a chair and calming a friend's sister who cried because her sister's food was taken. Empathy is a person's ability to feel the same thing others feel like a form of empathy

for his/her social life (Hurlock in Hamzah, 2015).



**Figure 9.** Empathy for a friend's sister because her sister took the cake

It can be said that the birth of an empathetic attitude in a broken home child is shown when she participates in responding to her immediate environment, such as a playmate. This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing.

#### ***Sympathy***

The child's sympathy arose when responding to her environment by showing care and concern for others in the form of help or assistance, such as caring for a confused cousin and helping a friend open the door, carried out by the child without any external coercion. Caring for others is a psyche in which children pay attention to the feelings of others, which is termed an attitude of sympathy (Hurlock in Hamzah, 2015).



**Figure 10.** Sympathy by helping cousins having trouble opening doors

It can be concluded that a good environment will give birth to good children's behavior too. It is where child X could sympathize with her environment based on her own will without any external encouragement,

which would form a reaction in the form of action to her daily social situation. This attitude or behavior describes the socio-emotional development of child X herself to control or respond to herself in socializing.

#### ***Familiar Behavior***

A broken home child's familiarity was seen when dealing with her environment. The familiar behavior of child X was only applied to people close to her or the environment often involved in activities she did in her daily life. Good adaptation can make it easier for children to adjust to social demands if children have a strong desire to encourage them (Hurlock in Rachmana & Budiani, 2013).



**Figure 11.** Familiar behavior when playing with friends

It can be said that this behavior was well entwined only to the environment often involved in daily activities. If the environment was new, the broken home child had not have been able to immediately behave in a friendly manner unless the child's daily life environment. This attitude or behavior describes the child's socio-emotional development to control or respond to herself in socializing.

Furthermore, the role or strategy of parents in optimizing the socio-emotional aspects of a broken home child was to invite her to be involved in the surrounding environment according to her developmental stage, including adapting to peers and other immediate environments under parental supervision. Socio-emotional here is the ability to adjust and understand feelings in social situations following social demands (Zulkifli in Indanah & Yulisetyaningrum, 2019). The child was also given directions to play around the house only to make it easier for child X to be under parental supervision.

When the child would interact with the environment, she was always given a message to behave well to be accepted by the environment.

#### **CONCLUSION**

The social-emotional aspect of a four-year-old broken home child had both good and bad effects. Attitudes appeared in the child based on her volition. On a positive impact on her socio-emotional development, a broken home child could control themselves, see themselves, and socialize. However, on a negative impact, the ability to control herself, see herself, and socialize was still limited because the child applied these abilities to an environment more involved in her daily activities.

Parents' strategy in optimizing the socio-emotional aspects of a broken home child was to invite her to be involved in the surrounding environment according to her developmental stage, including adapting to peers and other immediate environments under parental supervision. The child was also given directions to play around the house only to make it easier for child X to be under parental supervision. When the child would interact with the environment, she was always given a message to behave well to be accepted by the environment.

Parents, teachers, and the community are expected to be good examples for early childhood so that children's growth and development can be effective and efficient, both in intact and broken families.

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