The psychosocial growth of preschool-age children from broken home families

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Abstract
This study is driven by a broken home family, which results in children not receiving unconditional love from their parents, particularly a father role. The research aims to determine the subject's psychological development in a broken home family, as well as the impact created by the research subject. Researchers employed a qualitative research approach with a case study research design. Interviews and observations made during the investigation were used to collect data. Whereas the data sources used were from the field during the research with supporting informants, as well as earlier research results, journals, and books that helped and were consistent with the studies presented. The difference between this study and previous research is that previous research discussed whether or not there is a significant relationship between family relationships and psychoanalytic stimulus. In contrast, this study discusses the psychosocial impacts and determines psychosocial development in children from broken-home families. According to the study's findings, children from broken homes have beneficial consequences, such as having an independent attitude, and negative impacts, such as a loss of affection from parents, difficulties socializing, and a lack of confidence. According to the findings of the research, broken home families have a significant impact on the psychosocial development of early infancy.

INTRODUCTION

Harmonious interactions and relationships within a family affect the ability to adapt to changing needs at each stage of development throughout a child's life. It can be argued that interactions and interpersonal relationships shape individual personality and can overcome all emerging lifestyles (Afni & Jumahir, 2020; S. Andriani & Jatiningsih, 2015; Choirudin, 2016; Gozali, 2017). Psychological maturity includes the integration of affection that will affect development in early childhood (Imaduddin dan Zainal Abidin, 2020; Oktavianingsih & Fitroh, 2021; We & Fauziah, 2020).

Montessori in Hainstock said that this time was a sensitive period (Elyana & Fitriati, 2021; Masdudi, 2019; Sutrisno, 2021)). During this period, children are particularly receptive to stimuli from their environment (Khoiriyati & Saripah, 2018; Murni, 2022; Zaini et al., 2022). It is during this sensitive period that maturation of physical and psychological functions occurs so that the child is ready to respond and realize all the developmental tasks that are expected to appear in the child's daily behavior patterns (Asni et al., 2020; Astuti & Suwardi, 2021;

Suriantoso et al., 2016). Theoretically, based on aspects of its development, a child can learn best when his physical needs are met, and they feel psychologically safe and comfortable (Baiti & Munadi, 2014; Nabil, 2557; Sumantri & Ahmad, 2019).

Psychosocial development occurs at every stage of human development. Psychosocial development in preschool-age children has a significant role in forming the child's personality in the future. Moreover, the family also plays a role in stimulating children related to psychosocial development itself because the environment that the child first goes through is the family environment, namely how parents educate their children (I. Hasanah et al., 2021; Nufus, 2016; S. P. D. Rachman & Cahyani, 2019). The psychosocial development of preschool children is the process of developing children's ability to take the initiative to solve their problems according to their knowledge (Dida,vivi wila; K Tahu, Sebastianus; Febriyanti, 2019; Nancye, 2021). An unstable family (Family Instability) is closely related to a child's development. Parents' behavior and attitudes will be imitated by children (Atabik, 2013; Saputri & Setyodhono, 2019; Setyoningrum, 2020). Children are physiologically very vulnerable to everything that goes on between their parents. Tension and conflict in the family affect the emotional awakening in a child, triggering various physiological and psychological responses (Fadlyana & Larasaty, 2016; Noviana, 2015; Tabi, 2020). A child who grows up in a divided family, often referred to as a broken home family, certainly lacks attention and affection from a figure who can be used as an identification figure. Therefore, his personality development cannot develop properly, resulting in a child having a deviant personality (Fernando & Elfida, 2018; Mone, 2019; Tular & Manik, 2022; Vidanska et al., 2021). Suppose there is a relationship gap in the family. In that case, it needs to be balanced with the quality and intensity of the relationship so that the absence of the parents, both father and mother, is still felt by their presence and is internalized psychologically by the child (Career et al., 2018; Indriani et al., 2018; Santi, Melissa Ribka, 2015).

Research by Kepno, A., Hastutiningtyas, W. R., & Ariani, N. L. (2019) shows that there is a significant relationship between the role of the family on the psychosocial development of preschool-age children (3-6 years) in the Kindergarten of the Dharma Wanita Association of Kaumrejo, Ngantang District (Kepno et al., 2019). Indrawati and Alini (2020) further investigated that parents' education level and parenting style are significantly related to the psychosocial development of preschool-age children (Alini & Indrawati, 2020). Mulyanti, et al (2017) examined the relationship between psychosocial stimulation and the development of children aged 3-72 months in the working area of the Lubuk Begalung Padang Health Center. The results showed that 55.8% of children had appropriate development, 36.2% doubted, and 8.0% deviated. The most psychosocial stimulation in the medium category was 74.8%. There is no significant relationship between psychosocial motivation and child development (p=0.666) (Mulyanti et al., 2017). From the presentation of previous studies, there are differences in research, namely discussing significant and insignificant relationships between family relationships and psychoanalytic stimuli. In contrast, this study examines the

psychosocial impacts and determines psychosocial development in broken-home children at RA Al Huda Paninggaran.

Based on observations made by researchers at RA Al-Huda Paninggaran, there is one preschool-age child with a background from a broken home family where his father has abandoned him since preschool age, which of course, the child cannot know and get unconditional love from parents, especially from the figure of the father so that it can influence the child's development and researchers try to examine more deeply about development in preschool-age children from a psychological perspective, namely at the stages of preschool-age children psychosocial development. Based on this background, the researcher took a research titled "Psychosocial Development of preschool-age children from Broken Home Families at RA Al-Huda Paninggaran." From the background of this problem, the researcher formulated several focus issues, which will be discussed further in this article, namely about how psychosocial development is and what impacts can occur from having a broken home family in preschool-age children, especially at RA Al-Huda Paninggaran.

METHODS

The approach used in this research is qualitative research, with data processing that does not use numbers but sentences from the research results based on facts that emerged when the research was conducted. This qualitative research has a research focus with various methods, including interpretive and naturalistic approaches to the subject of study. Qualitative researchers include the subject studied and a collection of empirical data obtained through case studies, personal experience, introspection, life history, interviews, and observational, historical, interactional, and visual texts, which describe moments and the meaning of everyday life and problems in someone's life.

As well as qualitative research aims to understand the research subject in depth and is interpretive, meaning to find meaning. This descriptive analysis research seeks to discover the psychosocial development of preschool-age children from broken home families at RA (Islamic Kindergarten) Al-Huda Paninggaran. In this study, the focus of the research was the subject of one of RA Al-Huda Paninggaran's students, the subject's mother, Ms. Miryati as the school principal, and Ms. Emi Kurniasih as a teacher at the RA. The length of time this research lasts for three months, from September 2020 to December 2020.

Sources of data in this study are primary and secondary data. The primary data sources used in this study included data mining conducted on teachers and parents of children in broken-home families at RA Al-Huda Paninggaran. The secondary data sources in this study came from books, journals, articles, mass media, and others that support the primary data. Then the data is analyzed by simplifying the data in a form that is easy to read. With the approach taken by the researcher, namely a qualitative approach, the researcher seeks to interpret the relevant facts as a whole. The data is collected and recorded following the results of the research conducted. In formal theory, qualitative data analysis is directed by theories based on object suitability.

Qualitative analysis is an analysis obtained using interview and observation methods that describes the results of a combination of theories built with the reality in the field. The framework for thinking about this research can be summarized as follows:
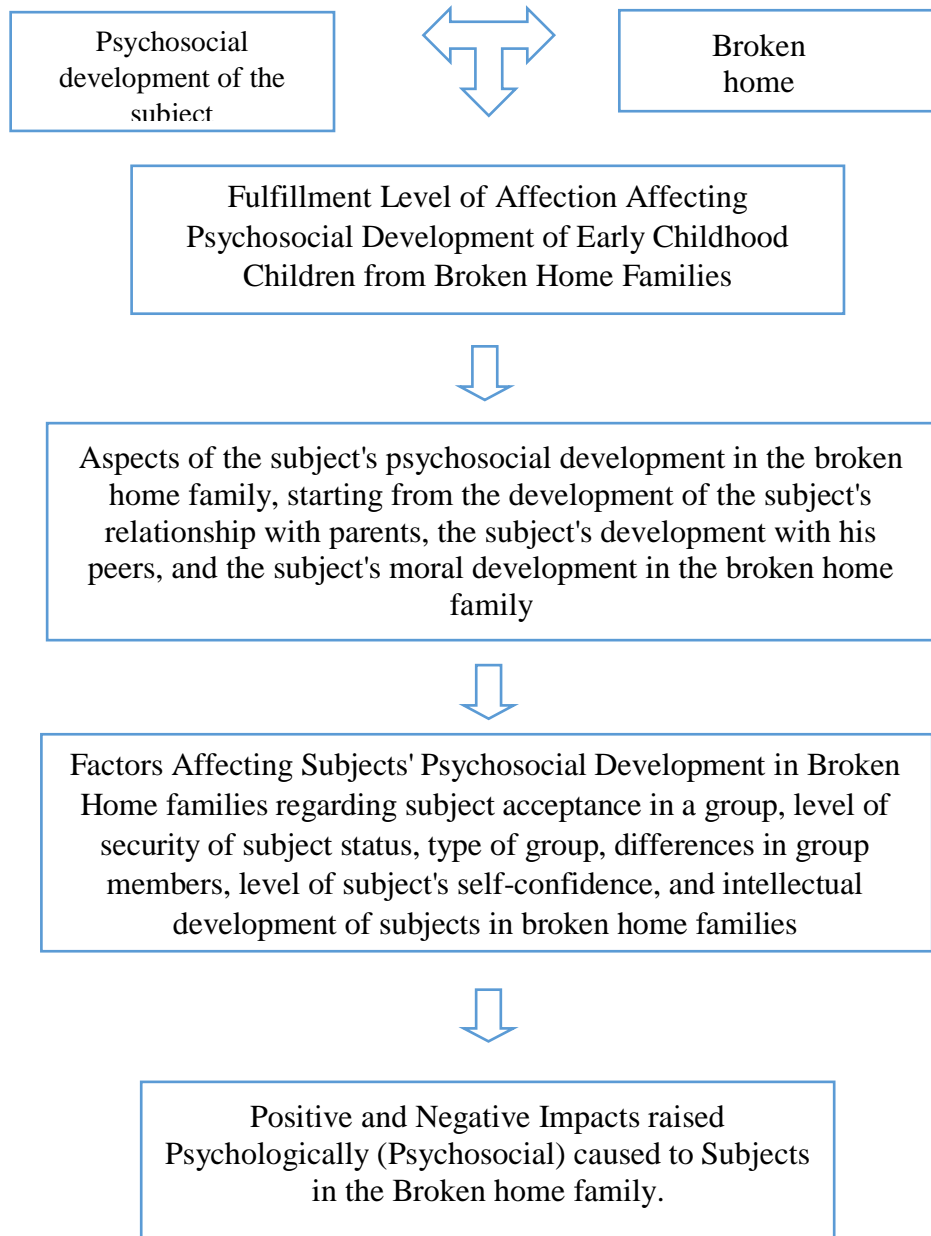

Figure 1. Framework of Thinking

RESULTS AND DISCUSSION
A. Result

Based on interviews conducted by researchers to obtain data about the subject's psychosocial development in a broken home, the researcher received data from interviews conducted with the subject's parents (mother), school principal, and teacher with the following data acquisition: a mother's affection for her child is feeling that without being asked to grow by themselves, especially from the figure of a mother, which of course starts with conceiving, giving birth, breastfeeding, caring for, and raising them are a form of love itself because true parental love for their children is something that must be fulfilled in a child's development. The researcher tried to ask about the attitude of the parents (mother) when the subject made a mistake because a preschool-age child does not escape wrong behavior either because they did not know about the mistake or deliberately made a mistake. The response of the subject's mother was to reprimand him with how to scold him. This illustrates that the mother is a mother who uses authoritarian parenting, which is reinforced by the results of observations made by researchers that the mother is a mother who wants to shape her child according to her will by always scolding her child when she does something wrong according to the mother.

The mother often scolded the subject without understanding why she made a mistake, but her mother immediately scolded the subject. Based on interviews conducted by researchers to obtain data about the subject's psychosocial development in broken home families, researchers obtained data from interviews conducted with the subject's parents (mother), school principal, and teacher with the following data acquisition: a mother's affection for her child is a feeling that without being told to grow by itself, especially from the figure of a mother, of course, starts with conceiving, giving birth, breastfeeding, caring for, and raising it is a form of love itself because true parental love for their child is something that must be fulfilled in a child's development. The researcher tried to ask about the attitude of the parents (mother) when the subject made a mistake because an preschool-age child did not escape wrong behavior either because they did not know about the mistake or deliberately made a mistake. The response of the subject's mother was to reprimand and scold him. This illustrates that the mother is a mother who uses authoritarian parenting, which is reinforced by the results of observations made by researchers that the mother is a mother who wants to shape her child according to her will by always scolding her child when she does something wrong according to her to the mother. The mother often scolded the subject without understanding why she made a mistake, but her mother immediately scolded the subject.

Regarding the attitude and nature of the subject when at home, based on the interview, it was found that the subject was an obedient child to his parents (mother). This is in line with the results of observations made in the school's scope that the subject is very obedient if told by the teacher. It can be concluded that a subject is an obedient person. The researcher tries to make observations on the subject with the observation that a subject is indeed a person who is unable to mingle with his peers, the observation is made during the learning process, and

the subject seems to lack communication with his friends. He tends to be passive and quiet and lacks interaction between the subject and his peers. Then the researcher tried to ask again regarding the subject's caring attitude toward their peers, with interviews conducted with Ms. Emi as a teacher with her explanation as follows: "The subject includes children who have good concern for their friends. I often find subjects showing concern. For example, he once picked up the crayons and gave them to his friend." From the interview results, it can be illustrated that the subject is a person who has good concerns, even though the subject is a student who tends to be quiet.

The problem of whether the subject was able to communicate well with his friends or not, the researcher tried to re-interview Ms. Emi, with her explanation as follows: communicate with her friends, Miss, speaks only when asked by the teacher and when spoken to by her theme, I observed that while teaching the subject she was one of the children who rarely communicated and was more passive in class, Miss." This can be corroborated by previous observations that have been made that a subject is a quiet person, so the subject rarely communicates with his friends.

Then the researcher asked again regarding the subject's activity in school by conducting data mining to Ms. Miryati, the principal of the school, with the following interview results: "Maybe there is already a picture, sis, from the interview just now conducted with Ms. Emi, that the subject is a passive child when in class, in the sense that he tends to be quiet and cannot freely express his activity in class, he tends to be afraid to do something related to himself, to feel afraid of being wrong based on my observations." From the results of interviews that have been conducted by researchers regarding the development of the subject's relationship with his peers, the data obtained from the principal and one of the teachers that the subject includes children who have close relationships with their peers that cannot be well established because the attitude of the subject is included in the category passive child.

The researcher tried to make observations on the subject related to moral development by observing the school; the observation was made in the morning when the research subject was about to go to school. When leaving, it was seen that his mother escorted the subject, and before leaving, he said goodbye to his grandmother by kissing his grandmother's hand. After he arrived at school, before entering class, he also said goodbye to his mother. This action illustrates that the subject has good moral development. Then the researcher observed again within the scope of the school. The subject seemed to obey the rules and respect his teacher by greeting and shaking the teacher's hand when entering class by showing courteous behavior.

Related to the subject being accepted easily in a group, the results of the interviews that have been conducted show that a subject is a person who has difficulty adapting to his environment, making it difficult for the subject to blend in with a group such as joining his peers. Furthermore, the researcher conducted interviews related to the subject's activity in class. Based on the results of the interviews, it was found that a subject is a passive person in

the subject class who tends to be afraid of doing something that makes the subject behave passively. Researchers try to make observations during the learning process that the subject tends to be quiet in class, not as active as other friends, often look gloomy, and is afraid of being wrong to do everything.

From the results of interviews that were conducted with Mrs. Miryati as the principal regarding the subject's self-confidence that the subject was less active and less able to express her activity so that the subject could be concluded to have less self-confidence because the subject tended to be quiet, shy, and more passive in class. Problems regarding the responsiveness or not of the subject in the process of learning activities, the researcher tried to ask again regarding this matter. They obtained interview results which said that the subject had a sufficient level of intellectual development. This claim was based on the subject's attitude, who tended to be passive in class and often looked gloomy, making the subject's intellectual development not develop optimally. The psychosocial impact of the subject in a broken home at RA Al-Huda was obtained by researchers through interviews conducted.

B. Discussion

A child's social and emotional development is founded on his or her bond with his or her parents or carers (Khusniyah, 2018; Sari et al., 2020; Siti Solihah, Muhamad Ali, 2020). According to some researchers, parental or caregiver affection during the first few years of life is the most important factor in children's social development (Kusramadhanty, 2019; Nurmalitasari, 2015; Taufikurrahman et al., 2018). A child surely has a level of connection to the mother, especially from research subjects who, by the way, are children from broken homes and do not receive love from a father figure in their lives (Indanah & Hartaniyah, 2017; Kusnilawati et al., 2018). As a result, the subject has a tight relationship with his mother. Because, after all, the mother is the parent who conceives, gives birth to, and raises and educates her with love, and that affection appears because the mother contains her. The subject's mother understands the importance of fulfilling the affection that must be fulfilled for her child because clearly, he can't feel the love of his father's figure in his life.

This explanation is based on the results of interviews conducted by researchers with the subject's mother that the child, after all, is a figure born from the mother's womb, which of course, does not escape the affection given, even that affection appears while still in the womb, even though the figure of the father has left. Still, the love of a mother will not decrease because the love of the mother is needed more than a child who does not get complete love and cannot even feel the love of the father. So the researcher can analyze the fulfillment of the affection given by the parent (mother) to the subject because the subject's mother understands the importance of fulfilling the affection that must be given to the child, especially from her child who cannot feel love from the figure of the father at all.

Every parent in educating their children is certainly different in parenting patterns. From the research results, it can be analyzed that the subject's mother applies authoritarian parenting.

This is evidenced by the results of interviews conducted with the subject's mother that the mother often reprimands and scolds the subject when she makes an error or thing that, according to the subject's mother, is not right. The subject's mother will spontaneously scold the subject without understanding why the subject behaves this way. Parents should be able to provide a good understanding that children can understand when a child makes a mistake because yelling and scolding a child in the wrong way will result in pressure on the child so that he can damage nerve cells in his brain, which should need to be developed by being scolded frequently and yelled at, it will kill the nerve cells in the child's brain.

A child who often hears nagging and is often scolded by his caregiver, the child's psychology will be disturbed. He will tend to be afraid to do everything by feeling wrong because he is used to being scolded, so he will have an attitude that tends to be cowardly or afraid of being wrong when he is going to do everything. Usually, the child becomes shy, passive, and quiet and finds it difficult to socialize well with their environment. Several researchers have recommended that social relationships with peers have a very important meaning for children's personal development. One of the most important functions of peer groups is to provide a source and comparison about the world outside the family. Social relations with peers are an important aspect of early childhood social development, about how children can socialize well with their friends, how children can communicate with their friends, how children can adapt to their environment, and how children can adapt to an environment of friends. Peers about how they behave, respect each other, love and care, help each other, and so on.

Subjects include children who lack the motivation to be able to socialize well with their peers at school so that researchers can analyze that research subjects are individuals who are less able to adapt to the environment at school, and this is reinforced by the results of observations made by researchers regarding the subject said it is difficult to adapt to the school environment. Researchers can observe the same thing from the explanation put forward by the principal that the subject tends to be quiet in class which makes him lack communication with his peers, which makes it difficult for him to mingle and adapt with his classmates. As for the subject's attitude, which tends to be passive in class, the subject includes children who have good concern for their friends and can show a sense of concern. From the research that has been done, the researcher can analyze that a subject is a person who has a good sense of concern and can show a caring attitude to fellow friends.

From several analyzes that have been studied from several indicators of the development of the subject's relationship with peers, the researcher can analyze that the research subject regarding the development of relationships with his peers is not well established because the attitude of the subject depicts that he lacks good social attitudes which lack motivation in establishing relationships with peers. Subjects tend to be quiet, passive, and afraid to do everything. Moral development is related to rules regarding what humans should do in their interactions with others. Children, when they are born, are immoral. But in him, there is

potential that is ready to be developed. Therefore, through the experience of interacting with other people (with parents, siblings, and peers), children learn to understand bad behavior that should not be done.

Preschool-age children goes through several stages of development, including physical, emotional, and psychosocial. The research subjects are preschool-age children and include children with good moral development. They can behave well and politely, especially their attitude, which tends to be quiet with their quiet attitude. The subject does not seem to do anything that violates the rules. This can be strengthened by the results of observations made by researchers to obtain in-depth data related to the moral development of the subject. The researcher made observations outside of school, namely in the family sphere, and the subject appeared to be able to behave well and had good ethics; seen when the subject was about to leave for school, the subject said goodbye to the grandmother and kissed her grandmother's hand to say goodbye, and the subject also has a polite attitude towards the object's mother when the subject is about to enter the class the subject does not forget to say goodbye to her mother, this can illustrate or can be analyzed that the subject has good moral development. Children who are educated to be children who have good social feelings or attitudes will tend to grow easily and be accepted as members of their group. It is different if a child who lacks the motivation to socialize will have difficulty being accepted into that social group.

The research subject being studied by the researcher is a person who lacks the motivation to socialize because the subject is a quiet and passive child, so the subject cannot freely express his activity. So the researcher can analyze that, indeed, a research subject is a person who is difficult to adapt to, which makes it difficult to be accepted or difficult to join the group. The intellectual level of the adults around them influences intellectual development of preschool-age children. Meanwhile, social development is influenced by genetic factors and conditions inside and outside the home. The intellectual development of the subject can be considered sufficient, and the researcher digs data related to the development of the subject during the learning process. The subject appears to be developing sufficiently, even though it is a little late or a little long in solving problems or learning during the learning process, but the subject can complete it even though it takes a while. So it can be analyzed that the subject's intellectual development can develop sufficiently even though it is a little slow. The subject is always able to complete each stage of learning that takes place.

Living in a harmonious, conducive family environment surrounded by loved ones who are full of affection and safe and comfortable in a family can have a huge influence on the development of a child's personality, the sense of comfort felt, and an atmosphere of warmth in a family will be able to shape positive attitude towards the child. Likewise, the fulfillment of sincere love and affection given by parents to children so that they will feel important will motivate them to grow and develop into children with positive personalities.

The immediate impact felt was the feeling of losing one of his parents. Children or adolescents facing divorce from their parents usually experience symptoms of short-term

mental health disorders, namely stress, anxiety, and depression. There are impacts on children as victims of divorce from their parents (Hartanti & Salsabila, 2020; Jewett et al., 2014; Nurseha et al., 2022). These impacts are academic decline, a tendency to be influenced by bad things, low quality of life, experiencing harassment, obesity and eating disorders, and psychological pressure. The affection given by parents to children needs a close relationship between them because this will optimize a child's development.

CONCLUSIONS

Based on the research results regarding the psychosocial development of preschool-age children from broken-home families at RA Al-Huda Paninggaran, the researcher can conclude that the psychosocial development of preschool-age children in broken-home families greatly influences the subject's development. The subject's psychosocial development cannot develop optimally. The most dominant impact felt was the feeling of losing one of the parents which made the subject not get full love from both parents, the subject grew into a person who tended to be difficult to socialize with, lack of motivation in expressing his activity lacked confidence, moody and more passive. The research subject, which incidentally is a child in a broken home family at a young age he can, already has a good independent attitude in addition to the negative impacts above, which have been concluded based on the results of research that has been conducted on the subject also shows the positive impact that is raised by having an independent attitude at a young age.

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