THE IMPACT OF DIVORCE ON THE SOCIAL DEVELOPMENT OF CHILDREN 5-6 YEARS OLD: PETER L. BERGER'S SOCIAL CONSTRUCTION PERSPECTIVE

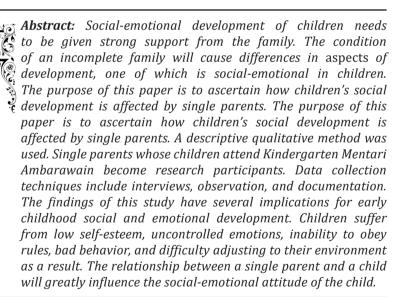**Rosi Tunas Karomah**[1] ✉, **Andri Prasetyo**[2], **Siti Juleha**[3]

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Abstract: *Social-emotional development of children needs to be given strong support from the family. The condition of an incomplete family will cause differences in* aspects *of development, one of which is social-emotional in children. The purpose of this paper is to ascertain how children's social development is affected by single parents. The purpose of this paper is to ascertain how children's social development is affected by single parents. A descriptive qualitative method was used. Single parents whose children attend Kindergarten Mentari Ambarawain become research participants. Data collection techniques include interviews, observation, and documentation. The findings of this study have several implications for early childhood social and emotional development. Children suffer from low self-esteem, uncontrolled emotions, inability to obey rules, bad behavior, and difficulty adjusting to their environment as a result. The relationship between a single parent and a child will greatly influence the social-emotional attitude of the child.*

Keywords: *Effect, Social Emotional, Divorce, Construction Peter*

A. Introduction

Many households are destroyed because of various problems that lead to separation. Children go through a tough time during a divorce as their daily life changes drastically. Children's development, especially social development, is greatly affected when their parents divorce. Many households are destroyed because of various problems that lead to separation. Children go through a tough time during a divorce as their daily life changes drastically. Child development, especially social development, is greatly affected when their parents divorce.

Changes in the attitude of children who are victims of divorce will appear when they join their friends. They will show changes in attitudes that are less pleasant, such as being more silent, even to the point of being angry because of the circumstances they are experiencing.

Instead of focusing on the happiness of the parents, it focuses on how divorce affects children's social development.

The problems that often occur today in Indonesia show a high divorce rate. When the divorce rate is high, it will cause problems that arise, especially in early childhood. Maximum early childhood development requires complete assistance from parents. Children who are raised by a single parent will find it more difficult to get along with other people(Gunawan et al., 2019). Children will be more difficult to manage because they feel they are not cared for by their parents(Hasanah, 2019). They become more aggressive in acting just to get more treatment and recognition from others(Kusumawati, 2020). As well as children will experience delays in social, emotional, and intelligence due to a lack of sufficient love from their parents (Syamsul; Bakri, 2019).

Social Development

According to Hurlock, social development is the ability to respond appropriately to social norms (Lane, 2008). Learning to adapt to group rules, ethics, and habits is part of social development. unite into one unit, communicate with each other, and collaborate (Yusuf, 2006). Therefore, children's social development is a stage of adaptation of a person to the norms and rules of their environment.

The stages of social-emotional development in children are one of the most important developments to be developed from an early age. This is because children's social-emotional development relates to their friends, the way children coexist with their peers, the way children deal with simple problems with other people and the way children control their emotions towards other people (Sutarman, 2016). There are stages of social-emotional development in early childhood, namely: 1) trust vs mistrust (trust vs disbelief) is related to pleasant and unpleasant experiences. This will be experienced by children aged 0-2 years. 2) autonomy vs shame (independence vs doubt) will appear in children aged 2-3 years who have started to control themselves and are accompanied by feelings of doubt and shame. 3) initiative vs guilt (initiative vs guilt) will be experienced by children aged 4-5 years. A sense of initiative appears to communicate with other people and will be accompanied by feelings of guilt for not being able to interact with other people (Walujo, 2017).

Forms of social behavior based on the age range are as follows: ages 18 months to 3 years children will experience negativism or rebelliousness that is resistant. At the age of 3 years, children will experience aggressive behavior or fighting back behavior such as pinching, and hitting when their desires are not fulfilled. At the age of 3-4 years, children will experience a phase of cooperation (cooperation), ascendant behavior (behavior of power), and sympathy (sympathy) related to the state of the child who is starting to adapt to his new environment. Aged 4-6 years children will experience quarreling (dispute), teasing (teasing), and rivalry (competition or competition) will appear when children join or already know new friends (Yusuf, 2006).

The foundations for some of the forms of interaction that develop are laid in infancy. In a social environment, children develop various patterns of behavior(Sargent, 2005). According to Hurlock, the following are examples of children's behavior in social situations: ways of social behavior that incorporate collaboration, contest, generosity, longing for social recognition, affection, sympathy, dependability, good disposition, non-egocentricity, imitation, and connection.

Conversely, insubordination, aggression, bickering, ridicule, and intimidation, as well as pride, egocentricity, prejudice, and gender hostility, are examples of unsocial behavior(Maryland, 2000).For children's socialization with their environment to develop optimally, the role of the closest adults from both the family and school provide the right encouragement. It can be concluded that social development is a stage of interaction and the ability to behave to train habits and be able to adapt to rules, ethics, and group habituation in a social environment. acquire interpersonal skills. Therefore, it is very meaningful to direct this exploration to discover the constructivist hypothetical ideas that exist in the family climate.

The Directorate General of Higher Education describes the stages of children's social-emotional development in the following development map: Basically, children's social-emotional development varies. This is due to the level of maturity that children have according to their age. Ages 0-12 years tend to recognize the people around them, especially family. The age of 1 year is related to the child's expression of those around him. At the age of 2 years, children have begun to express feelings of joy, fear, and sadness. At the age of 3 years, children have started to actively ask about many things. At the age of 4 years, children have started to interact with other people or their peers. The age of 5 years wants to start playing with other children and the age of 6 years has started to compete in games with other people (Wibowo, 2012).

Peter L. Berger first discovered contemporary constructivism theory. The term "constructivist" refers to any constructive human activity or interaction that may also use communication as a tool for social interaction. Human negotiating interpretation in communication imparts knowledge, initiates the development of self-confidence, initiates the production of a product, maintains public order, and generates positive and negative emotions(Hjelm, 2018).

According to Peter L. Berger, humans are influenced by objective and subjective reality. The existing social order has an impact on humans as a whole, especially in the form of a permanent living environment. The social structure that exists in this community, which can be observed from birth to

adulthood, is what influences changes in human behavior. For this situation, the general climate will consequently change the way people think so that the information obtained is expected to be beneficial to one another, people are framed by the current climate and are expected to be able to adapt to the climate to come. slowly facing change (Oemar, 2012).

The social structure of a society cannot be separated from the role played by humans in everyday life. Naturally, human activity as a social community also plays a role in the changes that occur. It is impossible to foresee this as a future event. Naturally, social behavior has positive and negative effects in real life. Beneficial because of acquiring knowledge, but detrimental because of damage due to interpersonal disputes. According to Peter L. Berger, truth is co-existed with information, this is due to genuine social development in ordinary human existence. There are three kinds of influence on knowledge and reality. The first is human understanding, followed by habits incorporated into daily life, and the third is a prior experience (Berger, 1990).

Impact of Divorce

In Indonesia, marital incompatibility leads to divorce. Mainly caused by abusive behavior between partners (domestic violence), looking for other partners, double-wedding, financial difficulties, drunkenness, drug use, forced marriages or arranged marriages, not living under the same roof, such as being a migrant worker, inequalities in principle life. people in elections, partners are no longer able to speak properly, are constantly fighting, or refuse to communicate(Widiastuti, 2017).

Divorce will make a family that was originally intact imperfect again. A single parent is a term for widows or widowers who occur after a divorce. A single parent is someone who raises their child alone without the support of their partner (Hasanah, 2019). A single parent is someone who does everything at home and takes care of their child alone without a partner accompanying them (Suryati & Solina, 2019). A single parent is a designation addressed to someone who cares for and takes care of household matters independently and plays a dual role as father and mother for their children (Wahyuni, 2018).

Negative behavior change conflicts accompany household

problems, which result in the husband and wife not being able to communicate effectively and eventually divorce. Children are affected when a divorce occurs. Howard Friedman demonstrated that parents who are not intact will attack the child's psyche more than when their parents died. Children are more affected by divorce. Even after a divorce, children still need love, care, and encouragement from their parents. The co-parenting method can be used for co-parents. Planning things together, "respecting" illegitimate children, providing fair treatment, and sharing special moments are all ways to strengthen your bond with stepchildren(Astuti et al., 2019).

Stepparents give their children time to adjust to new people and show genuine love and concern so they can become close to each other. Given the magnitude of the effect on children, dealing with the negative effects of parental separation is extremely important. As adults who are close to children, parents and teachers are involved in these efforts. Based on the description above, it can be concluded that the notion of divorce is the absence of a legal relationship between a woman and a man as a result of a dysfunctional marriage, usually preceded by a dispute between husband and wife which is resolved in a religious court and causes various emotional, psychological, and emotional changes. environment and family members. and can cause deep sadness. Not only that, when a child experiences a broken home, they will experience changes in their social attitudes toward other people. More aggressive to get attention and will do anything to get recognition from others.

B. Methods

A method used to obtain data with a specific purpose by using coherent systematics to produce facts from the field without engineering is the definition of a research method (Sugiyono, 2016). A descriptive qualitative approach, which in this study aims to find and understand the object studied in depth. In this type of research, the data obtained is not in the form of numbers and statistical calculations, but in the form of ideas and information about the object under study (Rukajat, 2018). The research location was carried out at TK Mentari Ambarawa. The time for conducting the research is October

19-25, 2022. The concept of this research raises the subject to be interviewed to obtain data while the object focuses on the theme of this research (Idrus, 2007). Eight single parents whose children attend Kindergarten Mentari Ambarawa become research participants. The purpose of this study was to investigate how children who are raised by single parents develop their social and emotional skills. This study uses data from primary and secondary sources. Data collected through interviews and observations are considered primary data. Secondary data, on the other hand, is data in written form, such as documents (Fathoni, 2006). Interviews with single parents and observations of their children attending Kindergarten Mentari Ambarawa became the main source of information for this research. This study uses document data and photos of children's learning activities as secondary data. In this study, data were collected through interviews, observation, and document review (documentary studies), all of which were carried out simultaneously to complement each other (Sukmadinata, 2008). The data analysis used in this research is Reducing Information (concluding information), Displaying Information (making a brief overview), and Confirming Information (reaching a determination). Triangulation of methods (testing the feasibility of data by controlling the same data sources and different techniques) and triangulation of data sources (comparing data obtained from various places but using similar methods) are methods used to verify the validity of the data used in research this (Sugiyono, 2016).

C. Result and Discussion

The results of the research were obtained by using indicators of the impact of divorce in Peter L Berger's perspective as the main reference material in conducting interviews with single mothers whose children attend Mentari Ambarawa Kindergarten as well as observing learning activities in children and documentation from various sources, both photos and other written documents. that supports and is by the research.

Table 1
Peter L Berger's Perspective Divorce Impact Indicator

Impact of Divorce	Externalization	Objectification	Internalization
The emergence of negative emotions in children	Seeing firsthand the events of parents' fights	Easily emotional with other people	Children often fight with their friends
There was an attitude of defiance	Rude parental behavior toward children	Felt unsafe	Children have difficulty listening to advice
There is an attitude of pleasure-seeking attention	Lack of parental attention	There is an attitude of wanting to look happy all the time	Children will always disturb their friends
There is an attitude of self-doubt	Not getting a place in the family	quiet type	Children are more often alone
Lacking manners	Mimicking the behavior of their parents	Behave freely and be guided by his desires	Children always misbehave with their friends

(Berger, 1990)

Based on the results of observations and interviews conducted by researchers at Mentari Ambarawa Kindergarten, it was found that single-parent parenting has an impact on the social-emotional development of early childhood. The results of the findings are presented as follows:

Less Confident Children

Confidence in children is shown by cheerful and happy children in participating in learning activities. This is different from children who have a single parent. "*When RR is in class he prefers to be alone, and doesn't want to join his friends.*" When his friends were active in learning to tell stories in front of "*RR just kept quiet while watching his friends*". This statement was reinforced by his

class teacher KG who said, "*Indeed, RR is quiet and tends to be inactive because he is shy with his other friends. RR lives with his mother, who works after taking RR to school and coming home at night. So no one pays attention to RR at his house*.

From the explanation above, the parenting style applied by single parents will have an impact on making children less confident due to a lack of full affection. Asih and Serlinda also explained the impact of single-parent parenting will affect the level of self-confidence of children which tends to decrease (Asih et al., 2019). Fransisca also explained that single parenting would affect the child's level of confidence (Fransisca et al., 2020). Erfantini et al explained that parenting from a single parent affects a child's level of self-confidence because children need a figure to emulate. But in an incomplete parental situation, the figures do not exist (Erfantini et al., 2018).

Difficult Children to Adapt

Adaptability in children is shown when children quickly play with their friends, go around all places in the environment, and interact with their fellow friends. This will be different from the findings in the field when the child is raised by a single parent. "*KI showed an attitude that he did not want to give in to his friend who took the robot first. KI tries to snatch RD's toys. When it was separated, KI immediately took an aggressive attitude by crying while rolling around. In contrast to PT, who was also raised by a single parent, "PT was often alone and did not want to interact with his friends*". This statement is reinforced by the explanation of the KD class teacher "*Indeed KI and PT are raised by a single parent. KI is often spoiled by his mother, so he can't give in to his friends. It's different from PT, where her mother often leaves her to work, so there's less communication with her mother*."

Children's adjustment to their environment is important to develop. Another thing will arise when a child is raised by a single parent who will have difficulty communicating because they are required to work and always obey all the wishes of early childhood. Adawiyah explained how parents play a very important role in developing the personality of their children, one of which is social-emotional development in children (Adawiyah, 2021). Realization describes the influence exerted by parents and habituation carried out at home will make it easier for children

to adapt to their environment (Puetri, 2021). Tri explained that the relationship between parents and children will have an impact on children when they are in a new environment for them (Widyaningsih, 2019).

Children Have Difficulty Controlling Emotions

Emotional control in children in interacting with their friends is shown by children who want to share toys, queue when eating and want to help their friends because they are guided and taught by both parents at home. In contrast to children who have a single parent. This can be seen in RK "*always taking toys from YU and not wanting to share them with his friends*". Another thing was also shown by LI who was "*always angry at his friends who bothered him and was less cheerful in following the lessons*". This statement was reinforced by the KD class teacher saying "RK is indeed difficult to give in and share with his friends. Because RK has always been spoiled by his mother. LI is indeed hot-tempered. She never saw her mother being beaten by her father, so because of that, she was unable to control her anger."

Emotional control in children is important to be taught in the family. The lack of attention from the family experienced by children will cause children to have difficulty controlling their emotions. Limbong explained that parental care will greatly influence emotional control in early childhood (Limbong et al., 2018). Mahmud explained the level of control or influence of parents over their children will have a significant impact on their growth and development. Parents' attention will also affect the most common way of controlling emotions in children so that children are not easily angry and pushy (Mahmud, 2021).

Difficult Children Follow the Rules

Rules are rules that must be implemented to discipline children. Children who follow the rules will show obedience, and dress neatly. However, it is different from children in single-parent care. This was shown by TU "*He often came late and broke through the line to take food*". YT also pointed out "*not according to schedule and not neatly dressed*". KG as the class teacher said, "*TU and YT are like that. You understand, is because their mother has to work early and their father has passed away*."

Obeying existing rules will help children form discipline.

Discipline will be very useful for children and will become a habit when children grow up. According to Mujahaddah et al., the development of relationships with other people is influenced by the behavior of parents. Children will be more likely to imitate rule-abiding behavior if they are shown direct examples from parents who obey rules (Mujahaddah et al., 2021). Lilien explained, the development of others is based on the habituation of the behavior of their parents (Mokoginta, 2020).

Disrespectful Child

Politeness is a fundamental thing that both parents need to get used to. Politeness is applied when children meet other people, friends, and other adults. In contrast in children in single-parent care where one of the figures is incomplete. This was shown by HK "when distributing KI's birthday cake. HK immediately ran to get the balloons that were there and took the food that was on the table before being invited by the teacher. KG as the class teacher said, "HK is like that is, she can't listen to orders and she's a child, if she sees what she likes, she just takes it."

Manners are very important to be introduced and taught by parents. Starting from habituation, parents exemplify directly and give directions to children. In contrast to children who are raised by single mothers, they do not understand good manners because of the demands of mothers who have to work. Arif Hardiyansah explained that the inculcation of Islamic values in early childhood can be instilled starting in the family. The inculcation of Islamic values will affect children's social-emotional and children will be taught ethics in their lives (Hardiansyah et al., 2021). Raras explained that parenting patterns in children will greatly influence children's social behavior, one form of social behavior in children is politeness. When the family emphasizes polite behavior, children will get used to it (Faizah, 2021).

An incomplete family will greatly impact the child's development, one that can be seen from the social-emotional aspect. They will appear gloomy and not as cheerful as usual. Unstable emotions from the effects of a lack of affection and a complete parental figure.

D. Conclusion

The impact of social development that occurs in children with single-parent care from the perspective of Peter L Berger is negative. The visible impact is the child's uncontrolled emotional state, as well as a lack of empathy for those around him.

Suggestions to the school to provide parenting seminars or classes for parents, especially single parents. So that parents understand how important stimulation can be given to children to develop their development.

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