

STUDY OF SOCIAL-EMOTIONAL DEVELOPMENT: THE IMPACT OF FATHERLESSNESS

Cahniyo Wijaya Kuswanto^{1✉}, Meriyati², Dini Sakinah³, Dona Dinda Pratiwi⁴

¹Universitas Islam Negeri Raden Intan Lampung, Jl. Endro Suratmin, Sukarame, Bandar Lampung, Lampung, Indonesia

²Universitas Islam Negeri Raden Intan Lampung, Jl. Endro Suratmin, Sukarame, Bandar Lampung, Lampung, Indonesia

³Universitas Islam Negeri Raden Intan Lampung, Jl. Endro Suratmin, Sukarame, Bandar Lampung, Lampung, Indonesia

⁴Universitas Islam Negeri Raden Intan Lampung, Jl. Endro Suratmin, Sukarame, Bandar Lampung, Lampung, Indonesia

✉Correspondence: cahniyo.wijaya@radenintan.ac.id



Abstract: *This problem is motivated by the fact that there are still many children who are fatherless because of divorced parents and fathers who are not present in the development of their social and emotional development have not yet developed. This study aims to find out how the impact of fatherlessness on the social and emotional development of children who have divorced parents, and children whose fathers are not present in development. The subjects of this research were 10 single parents/transferential care parents for early childhood children aged 5-6 years. The results of the research on the impact of fatherlessness on social-emotional development who experienced divorced parents had social-emotional development that was not well developed, children were still able to interact with other people but had a shy, quiet, introverted nature, preferring to be alone. the impact of fatherlessness on the social-emotional development of divorced parents has a social-emotional development that begins to develop the ability to interact with the environment and be cooperative. For the ability to interact with the surrounding environment, to be cooperative, to be tolerant, and to be empathetic well even though it is only limited to family members and closest friends. The findings that researchers found on the impact of fatherlessness*

on social-emotional development occurred in fatherless children, because of divorced parents and fathers who were not present in development. Children who experience divorced parents are more likely to be hampered by aspects of social-emotional development compared to fatherless children who are missing their parents' role during the development process.

Keywords: *Fatherlessness, Social-emotional, Early Childhood*

A. Introduction

Social-emotional development is very important in a person because it is related to the child's ability to interact with other people. Moreover, when they are at school, children will have a lot of direct interactions with teachers and friends which will stimulate their social-emotional development. Social-emotional development is also a process of learning to adapt to and understand situations and feelings when interacting with people in the environment, including parents, siblings, and peers in everyday life. Social-emotionality in early childhood is characterized by the development of the child's ability to adapt to the surrounding environment, and having a sense of friendship that involves the child's emotions, thoughts, and behavior.

Social-emotional development can include social competence (establishing relationships with social groups), social abilities (behavior used in social situations), social cognition (understanding the goals and behavior of oneself and others), prosocial behavior (willingness to share, help, cooperate, feel comfortable and safe, and support others) as well as mastery of human values and morality (development in determining good and bad). Ideally, children's social-emotional development can be seen when children are able to choose playmates, initiate social interactions with other children, share food, ask permission to use other people's objects, express a number of emotions through actions, words, facial expressions, postpone desires, enjoy temporary closeness with others. One of the friends, shows pride in his success, and can solve problems with classmates through a process of change, persuasion, and negotiation. CASEL mentions social-emotional learning as a process by which

children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, build and maintain positive relationships, and make responsible decisions. answer. Social-emotionality refers to a child's ability to experience, recognize, and regulate the child's emotions as well as engage in proportional behavior, and foster positive relationships with others. Meanwhile, according to Salovey and John Mayer, social-emotional development includes empathy, expressing and understanding feelings, allocating anger, independence, the ability to adapt, preferably the ability to resolve interpersonal problems. Diligence, solidarity, politeness, and respectful attitude. Social-emotional skills alone enable children to manage emotions and stress, and process information in educational settings. It makes it possible for children to interact and maintain positive interactions with peers, teachers, and the surrounding community in general. Not all children are successful in passing the task of social-emotional development so there are various obstacles that may occur. As parents and educators, you should understand children's social-emotional development as a provision to provide guidance to children so that they can develop their social-emotional abilities optimally. (Ali Nugraha and Yeni Rachmawati, nd; Cosso & de Vivo, 2022; Jauharotur Rihlah1, 2018; Lobermeier et al., 2022; Mukhlis & Mbelo, 2010; Ra, 2019; Rustari & Ali, 2019)

Fatherlessness is the absence of a father, either physically or psychologically, in a child's life. Factors for the emergence of fatherlessness can be caused by divorce, death of the father, separation due to problems in the marital relationship, or health problems. Someone is said to be fatherless when the child does not have a close relationship with his father and loses the important roles of the father due to divorce or problems in the parents' marriage. Fathers are ideal role models for children and the absence of a father means that children will lack someone to teach them morality (Fitroh, 2014; Matlakala Frans Koketso, Makhubele Jabulani Calvin, 2021)

Recently, fathers' duties have been narrowed to just earning a living and giving permission to marry their daughters, while the teaching function and policy values have been lost, resulting in children not getting a complete father figure within themselves.

It was also revealed that a child's development will be crippled when the child does not receive enough attention from his father; he tends to have decreased academic abilities, hampered social activities, and limited social interaction, even for boys, the characteristics of masculinity (manliness) can become blurred. Without the role of a father, children will feel inferior and have difficulty adapting to the outside world. Apart from that, children's psychological maturity will grow slowly and tend to be childish. In fact, children tend to run away from problems and become emotional when facing problems. And children will be less able to make decisions or hesitate in many situations that require quick and firm decisions. Sundari & Herdajani stated that the condition of fatherlessness experienced by individuals has an impact on low self-esteem (self-esteem) when the individual is an adult, feelings of anger (anger) and shame (shame) because they are different from other children and also do not have the experience of being together with a father: as felt by other individuals. Fatherlessness can also cause individuals to feel loneliness (loneliness), jealousy (envy), grief (grief) as well as extreme loss and low levels of self-control (self-control), initiative, courage to take risks (risk-taking), as well as especially neurotic tendencies. occurs in girls. The emergence of the fatherlessness phenomenon is mostly due to the parenting paradigm which is influenced by local culture. The father paradigm is influenced by cultural stereotypes that men are not fit to take care of children and should not be involved in the parenting process. The solutions that parents can use for fatherless children regarding their social-emotional development are slowly teaching and giving understanding to children that children must be able to live independently even though there is no father figure in their development, building children's cooperation with other people, by getting used to and inviting children to talk. and interacting with friends, increasing children's self-confidence, teaching children not to be picky in friendships, providing examples for children to be able to live independently and be able to make good decisions, get various things, and give food or other things to people in need.

Arie and Febi in their research revealed the impact of fatherlessness on children's psychological development. Matlakalah Frans Koketso in his research revealed that single

mothers are effective about the social, emotional, and economic influence of absent fathers in their children's lives. Yulianda Ashari in his research revealed orphans in Indonesia and their impact on the psychological development of children. Siti Maryam Mujiat in her research revealed the influence of fatherlessness on children's character from an Islamic perspective. In other research, Maisyarah, Anizar Ahmad, et al. in their research stated the role of fathers in caring for early childhood children. Various studies have been conducted regarding fatherlessness in various children's development. However, there has been no research that has examined the impact of fatherlessness on children's social-emotional development, so this research will examine how the social-emotional development of fatherless children, because of divorced parents, and children who are losing fathers' role development process. An existing research gap in this study is the lack of specific research examining the impact of a father's absence on children's social-emotional development. While there have been many studies on the impact of father absence in general and from various perspectives, there is little understanding of how this specifically affects children's ability to manage emotions, build interpersonal relationships, and make decisions. Therefore, this study aims to fill this gap by exploring the social-emotional development of children who experience father absence due to divorce or absence.

B. Method

This research uses a qualitative research approach. Where this research seeks to see and analyze the social-emotional development of those who experience fatherlessness (divorce through death), the social-emotional development of those who experience fatherlessness (living divorce), and the social-emotional development of those who experience fatherlessness (fathers are not present during the development) in the Cempedak Subdistrict, Kotabumi, North Lampung. The type of research used is field study research, with a purposive sampling field study design. The subjects of this research were 10 single parents/transferential care parents for early childhood children aged 5-6 years. There are three data collection techniques, namely interviews, observation, and documentation. Interviews were conducted with single

parents to determine the impact of fatherlessness on social-emotional development in early childhood. Observation is used to determine the extent of social-emotional development of early childhood children, while documentation is used to collect data, documents, and photos to strengthen the data that researchers need. The data analysis technique uses Miles and Huberman analysis and models.

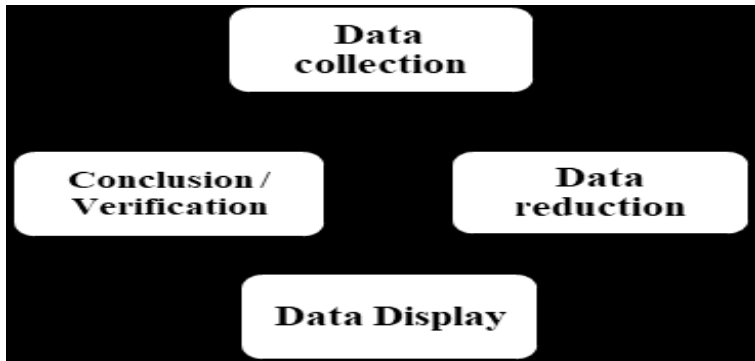


Figure 1. Miles and Huberman's analysis and model

C. Results and Discussion

Results

Based on observations from interviews, there were 4 young children who experienced *fatherlessness* because their father died (divorced). When parents divorce, childcare is usually provided by the mother, other family members such as grandparents, or professional carers. All indicators of the social-emotional development of early childhood children who experience *fatherlessness* (divorce and death) are categorized as underdeveloped. Interview results show that because they are fatherless (divorced), children have difficulty interacting with their environment. Children become quiet, prefer to be alone, and become closed or introverted people. This shows that the child's ability to interact with the surrounding environment has not developed well and his development tends to be hampered. The results of the interview also revealed that before his father left him, the child liked to play with his friends, often discussing and collaborating with his friends about the games they were going to play. They can also help their friends who need help.

However, since the father figure was not present in the family, the child became gloomy and rarely played with his friends outside the home. This shows that the child's ability to be cooperative with the surrounding environment has not developed well and tends to be stunted. The results of the interviews revealed that the child's emotional development was hampered. The impact of *fatherlessness* causes their children to now become more sensitive and emotional. If the mother does not comply with small things, the child becomes more angry and cries more easily. The interview results also show that they tend to daydream when their desires are not fulfilled. This shows that children lose control of their emotions. The absence of a father figure makes children easily emotional and sensitive to small things. The results of the interview also revealed that the sense of self-confidence of *fatherless children* has not developed well. Some lose self-confidence and feel inferior and others can still show self-confidence but must always be strongly motivated and supported by their mothers. This shows that *fatherlessness* can hurt a child's self-confidence. Children who experience *fatherlessness* become inferior and always need encouragement and support from their families before doing something. For children's tolerance and empathy towards other people, from the interview results, children's sense of tolerance decreases. Children have difficulty saying sorry and admitting their mistakes. Children tend to be selfish and don't want to share with others. This shows that children do not want to lose the things they have. Losing a father during his development results in children lacking tolerance and empathy. However, some children can still obey and follow the norms and rules taught by their fathers, such as saying thank you when someone else gives something and respecting their elders.

Based on the results of the interview observations above, it can be concluded that the social-emotional development of children who experience *fatherlessness* because their father died (divorced), their social-emotional development has not developed well. The ability to interact with the environment, be cooperative, express emotions, show self-confidence, show tolerance and empathy are all not well developed. The impact of *fatherlessness* (divorce) on the social-emotional development of early childhood includes that children can interact with other people but are shy, quiet,

introverted, prefer to be alone, tend to be sensitive and emotional, whiny, tend to find it difficult to tolerate other people and lack empathy and sensitivity towards the surrounding environment.

Based on the results of the interviews, there were 3 young children who experienced *fatherlessness* because their parents were divorced (divorced). The results of early childhood interviews with the three mothers show that the children's social-emotional development has not yet fully developed. Some indicators of children's social-emotional development have not developed well and several others have shown good development. The results of the interviews revealed that children's social-emotional development, namely the ability to interact with the environment, has not developed well. In interacting with the surrounding environment, children still need guidance and assistance from the mother. Children also find it difficult to adapt to new environments. So if the mother does not provide guidance and assistance to the child to interact with other people, the child prefers to play alone at home. For this reason, children's ability to interact with their environment is reduced. This will cause children to be unable to interact and communicate with many people. Next, regarding the development of children's cooperative attitudes towards their environment, the results of interviews show that children's cooperative attitudes have developed quite well. This is shown by children being able to collaborate and discuss with their friends while playing. Even when discussing, children are not yet able to start a conversation. Then for children's social-emotional development, namely tolerance. From the results of the interview, the child's tolerance has begun to develop well. Children can obey rules and can show respect for older people. The next social-emotional development is empathy. From the results of the interview, it can be said that young children who experience *fatherlessness* (divorce) do not yet have an attitude of tolerance and sensitivity towards the environment. Good. Even though children can cooperate with other people, it is difficult for them to share and help their friends in playing. If someone else uses his toy, the child will fight with his friends to take what is his. Next, regarding children's emotional development, the results of interviews revealed that children tend to be emotional and cry easily (*crybaby*). This shows that the child's emotional development is not

yet mature. Even though children can express their moods when they are happy, sad, angry, or disappointed, they are sensitive and whiny children. This shows that the mother's child's emotional control is disrupted due to *fatherlessness*. Children are unable to control their emotions. The next social-emotional development of children is self-confidence. The results of the interviews show that children's self-confidence is starting to develop. Children can show courage and self-confidence.

Based on the results of interviews regarding the impact of *fatherlessness* on the social-emotional development of *fatherless children*, it can be concluded that social-emotional development is starting to develop. The ability to interact with the environment, be cooperative, and be empathetic has not been developed well. However, children have begun to show good social-emotional development in terms of being tolerant and having self-confidence. In expressing their emotions, children are emotional and sensitive to certain things.

Based on the results of the interviews, there were 3 young children who experienced *fatherlessness* because the father figure was not present in the child's development. The father is not present in the child's development because the father is busy at work. This results in children tending not to be close to their fathers. Social-emotional development, namely the ability to interact with the surrounding environment, from the interview results, shows that it has begun to develop well. Children can interact with their friends well at school and at home. Next, the child's ability to cooperate with the surrounding environment. The results of the interview show that the child's cooperative attitude in the surrounding environment has not fully developed well. Not yet fully developed because, even though children can interact with other people, children are picky about making friends. This shows that when they are in a new environment their children have difficulty being cooperative. Then for children's emotional development, the results of interviews show that children's emotional development is less stable. When angry, children become very angry and when they are sad and disappointed, children become whiny. The child is only afraid and becomes silent when the father is at home or nearby. This shows that children are not able to control their emotions well. Next is

the child's ability to show self-confidence. The interview results show that the child's development, especially in terms of self-confidence, has not developed well. Children feel comfortable in their environment, but when they are outside the environment and with many people their self-confidence decreases and they tend to become quiet and inferior. The social-emotional development of early childhood that is seen next is being tolerant and empathetic. Based on the results of interviews, it shows that progress has begun to be seen. This is shown because children can only show tolerance and empathy for those closest to them. If someone else who is not their family or friend asks for help, their child will not want to help and will not be sensitive.

Based on the results of the interview above, the social-emotional development of children who experience *fatherlessness* (because the father is not present in their development/the father is busy at work) has developed quite well. The ability to interact with the surrounding environment, be cooperative, be tolerant, and be empathetic has begun to develop well, even though it is only limited to family members and closest friends. Meanwhile, self-confidence is still underdeveloped because children are still quiet and insecure when communicating with many people. Children's emotional development is also less stable. Children are not able to control their emotions well.

Discussion

This research was conducted to describe the impact of *fatherlessness* on children's social-emotional development. The informant provided data that *fatherlessness* was categorized into 3 types, namely *fatherlessness* because of divorce, live divorce, and marriage but the father did not participate in helping the development of a child in the family. In line with what Matimatun expressed, *fatherless children* are categorized as children who grow and develop without the presence of a father; or children who have a father but the father does not play a maximum role in the parenting process. *Fatherlessness* is the condition of a person who does not have a close relationship with his father and loses the important roles of the father, one of which is caused by divorce or problems in the parents' marriage. *Fatherlessness* greatly influences children's development. Whether or not children

interact well with their environment is greatly influenced by the family. The absence of a father in a child's development will affect the child's attitude and behavior in his daily life. In line with the opinion of Imam Tabrani et al who stated that a child's personality is formed as a result of the care and handling of both parents. If one of them is not present, there will be an imbalance in the child's psychological development, personality, mental health, and self-defense from stress which will be difficult for children who do not receive enough care from their parents.

This study investigates children aged 5-6 who have experienced fatherlessness, which is the absence of a father due to death (divorced), parental divorce, or fathers who are often absent due to work commitments and therefore rarely present in caregiving. The stages of social-emotional development examined include the child's ability to interact with their environment, cooperate, manage emotions, demonstrate self-confidence, tolerance, and empathy. At ages 5-6, children should begin to develop more complex social abilities, such as playing together with peers, sharing, and understanding others' feelings. However, in children experiencing fatherlessness, there is a significant impact on these developments: **Children Whose Fathers Died (Divorced);** These children were left by their father when they were about 1-2 years old. Since their father's departure, these children tend to become quiet and have difficulties interacting with their social environment. They become more introverted, showing an inability to collaborate with their peers and lose emotional control, evident from how easily they become angry or cry. **Children of Divorced Parents:** The divorce occurred when the children were around 3-4 years old. These children still require extra support and guidance from their mothers to interact with others. While they are capable of collaborating in play, they struggle to initiate conversations and show a lack of social sensitivity towards their peers. Their tolerance and empathy are beginning to develop, but are still limited to specific situations. **Children with Busy Working Fathers:** Although their father is alive, his busy work schedule means he is rarely present in their daily lives. These children begin to lose closeness with their father from a very young age, under 2 years old. They can interact well with peers at school and at home, but they tend to be selective in making friends

and have difficulties being cooperative in new environments. Their emotions are unstable, and characterized by exaggerated reactions to situations of anger or sadness. Their self-confidence is underdeveloped, especially when they are outside their familiar environment. In general, the absence of a father negatively impacts the children's social-emotional development, with some children showing certain aspects of development better than others depending on the specific family situation and the support they receive from the mother or other caregivers. This development is important to monitor as it forms the foundation for mental health and social abilities later in life.

Based on the results of interviews and observations that have been carried out, there are three types of children experiencing *fatherlessness* in the Cempedak environment, Bumi City, and North Lampung. Firstly, the child is *fatherless* because the father died (divorced), and secondly because the mother and father are divorced and do not live in the same house. Third, because the father is busy at work, the growth and development of a child is only guided by the mother. There are 4 children who are *fatherless* because they are divorced, 3 children *are fatherless* because they are divorced and 3 children are *fatherless* because their father is busy at work. On average, children experience *fatherlessness* due to divorce and divorce for >4 years. The impact of *fatherlessness* on social-emotional development that occurs in *fatherless children* who are having divorced parents, and children who have fathers yet are not present in this development is different. Children who have divorced parents, their social-emotional development aspects are more likely to be hampered. This is different compared to *fatherless children* whose fathers are absent from their development.

D. Conclusion

Based on the results of research on the social-emotional development of fathers who are divorced after death, the presence of a father does not play a role in the child's development. The social-emotional development of children who experience fatherlessness because their father died, their social-emotional development has not yet developed. The ability to interact with the environment, be cooperative, express emotions, show self-

confidence, show tolerance and empathy are all not well developed. The social-emotional development of fatherless children can be concluded that the social-emotional development of children is starting to develop. The ability to interact with the environment, be cooperative, and be empathetic has not been developed well. However, children show good social-emotional development in terms of being tolerant and having self-confidence. In expressing their emotions, children are emotional and sensitive to certain things. Based on the results of the interview above, the social-emotional development of children who experience fatherlessness (because the father is not present in their development/the father is busy at work) has developed quite well. The ability to interact with the surrounding environment, be cooperative, be tolerant, be empathetic has begun to develop well, even though it is only limited to family members and closest friends. Meanwhile, self-confidence is still underdeveloped because children are still quiet and insecure when communicating with many people. Children's emotional development is also less stable. Children are not able to control their emotions well.

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