

The Effect of Single-Parent Parenting Style on the Socio-Emotional Development of Children Aged 5-6 Years

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Abstrak

Penelitian ini bertujuan untuk memberikan gambaran pengaruh gaya pengasuhan orang tua tunggal terhadap perkembangan sosial-emosional anak usia 5-6 tahun. Fokus penelitian ini adalah untuk mendalami konsep gaya pengasuhan serta faktor-faktor yang memengaruhinya dalam interaksi orang tua dengan anak-anak. Penelitian ini penting mengingat jumlah orang tua tunggal yang semakin meningkat di Indonesia, sehingga penting untuk memahami dampaknya pada perkembangan sosial-emosional anak-anak. Penelitian ini dilakukan di Kota Mataram, Nusa Tenggara Barat, dengan menggunakan metode deskriptif kualitatif dalam bentuk studi kasus. Subjek penelitian terdiri dari 2 anak laki-laki dan 2 anak perempuan berusia 5-6 tahun. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa anak-anak mengalami kesulitan dalam menyelesaikan masalah dalam permainan yang mereka mainkan, serta kesulitan dalam memahami hak dan kewajiban mereka ketika indikator perkembangan masih dalam tahap awal. Seiring dengan perkembangan indikator, anak-anak mulai menghindari permainan yang dianggap tidak cocok untuk mereka (MB). Mereka juga mulai makan dan minum sendirian ketika mencapai perkembangan sesuai harapan (BSH), dan ditemukan bermain sendirian tanpa didampingi orang tua karena kurangnya perhatian yang diberikan oleh orang tua ketika indikator perkembangan sudah sangat berkembang (BSB).

Kata Kunci: Pengasuhan, Orangtua Tunggal, Perkembangan Sosial-Smosional, Anak Usia Dini

Abstract

This research aims to provide an overview of the impact of single-parenting styles on the social-emotional development of children aged 5-6 years. The focus of this study is to delve into the concept of parenting styles and the factors influencing them in the interaction between parents and children. This research is important given the increasing number of single parents in Indonesia, making it crucial to understand its impact on the social-emotional development of

children. The research was conducted in Mataram City, West Nusa Tenggara, using a qualitative descriptive method in the form of a case study. The research subjects consisted of 2 boys and 2 girls aged 5-6 years. Data were collected through observation, interviews, and documentation. The research results indicate that children experienced difficulties in solving problems in the games they played, as well as in understanding their rights and responsibilities when their developmental indicators were still in the early stages. As the indicators developed, children began to avoid games they considered unsuitable for them (MB). They also started eating and drinking alone when they reached the expected stage of development (BSH), and it was found that they played alone without parental supervision due to the lack of attention given by parents when the developmental indicators were highly advanced (BSB).

Keywords: Parenting, single parenting, socio-emotional development, early children

INTRODUCTION

The family is the smallest social group in a society where all activities begin and also the social unit established based on blood relations. A complete family provides opportunities for children to build trust in their parents and is said to be intact when the father, mother, and children are present. Moreover, it is the first place known by children for their socialization and development (Yuen, 2016). Parents are the first teachers to teach children the basic things of life such as manners, early interactions with others, and characters. This shows that parenting is very important to the growth and development of children and is also the best way to ensure they are educated as a form of a sense of responsibility of the parents towards their character-building process. Moreover, parents need to carefully form the character of their children from an early age to make them behave well in the future considering the fact that they are the provider of the first education (Rudy & Grusec, 2006).

The ideal family usually consists of a father, mother, and children which allows the children to optimize their potential due to the possibility of the parents working together towards educating and raising them as the first place for education. However, it is impossible to always realize this condition due to several factors highlighted by Brooks in (Schwartz et al., 2010). to include 1) divorce, 2) death, 3) unmarried parents, and 4) parents working remotely. This sometimes makes the children to be cared for only by one parent, thereby, leading to a single-parent family.

It has been discovered that divorce is one of the main factors causing the existence of single parents and this usually leads to changing roles and an increase in the workload to raise the children which further affects their social and emotional

aspects. The changes normally associated with the social aspect include increasing independence and tendency to move away from parents and family, placing more emphasis on the need to make friends and form groups with peers, and desiring to be liked and accepted by peers (Lansford, 2022).. Mataram city, West Nusa Tenggara has several cases of single parents and this is the reason this study was conducted to determine the effect of single-parent parenting style on the social-emotional development of children aged 5-6 years.

The impacts of parenting from a single parent can be significant and encompass various aspects of a child's development. Here are some of the key impacts: 1) Emotional Well-Being: Children raised by a single parent may experience emotional challenges, such as feelings of abandonment, sadness, and insecurity due to the absence of one parent. They may also be exposed to the stress and emotional turmoil associated with divorce or separation., 2) Financial Strain: Single parents often face financial difficulties, which can limit access to resources and opportunities for their children. This can affect the child's access to quality education, extracurricular activities, and other enrichment opportunities., 3) Changed Roles and Responsibilities: Single parents often take on dual roles, which can be physically and emotionally taxing. This shift in responsibilities can impact the parent's ability to provide consistent guidance and supervision. 4) Social Development: As mentioned in the provided text, children raised by single parents may experience changes in their social development. They might seek more independence, rely on peer relationships for emotional support, and desire acceptance from peers to compensate for the missing parental figure., 5) Academic Performance: The stress and time constraints on single parents can sometimes lead to challenges in monitoring and supporting a child's academic performance. This can have long-term implications on a child's educational achievements., 6) Behavioral Issues: Children from single-parent households may be at a higher risk of exhibiting behavioral problems due to the lack of consistent discipline and supervision., 7) Resilience and Strength: On a positive note, many children of single parents develop resilience, independence, and adaptability, which can be valuable traits in adulthood. (Johnson & Puplambu, 2008)

The importance of research on the impact of single-parent parenting styles on children's social-emotional development is significant for several reasons:, 1) Informed Support: This research helps society understand the unique challenges faced by single parents and their children. It can lead to the development of support

systems and policies tailored to the specific needs of single-parent families., 2) Enhanced Parenting Strategies: By studying the impact of single-parenting styles, we can identify effective strategies and interventions to help single parents provide the best possible environment for their children's development., 3) Children's Well-Being: Understanding how single-parent households affect children's social and emotional development allows for interventions and programs that can enhance their overall well-being. 4) Reducing Stigmatization: Research in this area can help reduce societal stigmatization of single-parent families by emphasizing the importance of providing support and understanding rather than judgment. 5) Policy Development: Findings from such research can inform policy decisions related to family support, divorce proceedings, and child welfare, ultimately benefiting both single parents and their children.(Harter & Pike, 1984)

In summary, research on the impact of single-parent parenting styles is essential for a more comprehensive understanding of how family structure affects children's development. It can lead to improved support systems, better parenting strategies, and policies that contribute to the well-being of children growing up in single-parent households

METHOD

This is a qualitative study conducted based on the application of postpositivism philosophy to examine the condition of natural objects with the researcher being the key instrument according to (Heritage et al., 2020) The data used were sampled purposively, collected through triangulation, analyzed inductively and qualitatively, and the results emphasized meaning instead of generalizations. It is important to note that this research is in the form of a case study.

The stages involved include 1) initial observation, 2) field data mining, and 3) report preparation. According to Sugiyono (2017), data were collected through interviews, observations, and documentation and analyzed based on Miles and Huberman model (Sugiyono, 2017) through 1) data recording, 2) data reduction, 3) data display or presentation, and 4) drawing of conclusions or verification. Moreover, the validity of the data was determined through a credibility test using triangulation techniques to ensure the information obtained from the interview is the same as those observed.

Qualitative research study that explores the impact of single-parenting on the social-emotional development of young children in Mataram city, West Nusa Tenggara. The study's data collection includes an introduction emphasizing the

importance of intact families, the role of parents as the first teachers, challenges to ideal family structures, and the effects of single-parenting on children's social and emotional development. The research is significant for several reasons, such as addressing real-world issues related to single-parent families, contributing to our understanding of child development, potentially influencing policy decisions, and having local relevance. Overall, the study aims to provide insights into the dynamics of single-parent families and their influence on child development in the specific context of Mataram city. (Anggito & Setiawan, 2018)

RESULTS AND DISCUSSION

The results showed that single parents are required to take care of their family without the assistance of a partner, be it husband or wife. Moreover, the development of 4 children including 2 boys and 2 girls aged 5-6 years raised by a single mother and single father was studied from July to September 2021. The observation stage involved a discussion with Mrs. RM concerning the activities to be implemented, an explanation of the instruments to be filled, preparation of a list of questions regarding the social-emotional aspect of the SA, and the design of tools to be used for children's documentation. These occurred from 08.00 am-01.00 pm and the results and discussions are expressed as follows:

Results

Subject 1, SA, is a 6 years old son of Mrs. RM and was observed to be cheerful and obedient in the first study. The interview with Mrs. RM showed that SA always fulfills the mother's wishes and is also one of the children that usually come home on time from school and is only allowed to play at home. SA gets compliments from the mother every time a task is completed successfully and allowed to select the preferred goals and hobbies. It was also discovered that the mother provides gentle advice and sometimes punishes SA for mistakes made after which she teaches him the best methods to solve problems. RM also applies different rules at home to ensure SA is obedient, never forces the children to study in their spare time, does not give the children the freedom to do whatever they like, and does not give them what they want every time. It was also observed that RM never accompanied SA to engage in playing activities because the child was not permitted to play with his peers due to the restrictions during the COVID-19 pandemic. SA eats, drinks, wears and takes off school clothes, and makes bed independently. It can summarily be stated that SA is a responsible child.

Subject 2, KA, is a 6 years old son of Mrs. DO and was observed to easily get along with peers at the time of the first study. The interview with DO showed that KA also fulfills the mother's wishes every time. Moreover, DO never forced the children to study during their spare time but KA is disciplined such that he is always required to come home on time after school and only allowed to play at home. KA gets compliments from the mother every time school work and assignments are completed successfully, allowed to select the preferred goals and hobbies, and free to do whatever he likes. KA is normally advised gently anytime a mistake is made and taught to solve problems independently. Mrs. DO applies certain rules such that KA is only given a small blow when a fatal mistake is repeatedly made. This makes the boy independent in cleaning the bed, eating and drinking, and playing without being accompanied by the mother but needs to be assisted in wearing and taking off school uniforms. It was also discovered that KA does not usually want to go to school when feeling sleepy but is normally forced by the mother.

Subject 3, Y, is a 6 years old son of Mr. I. and was observed not to get along with new people easily at the time of the first study. The interview with Mr. I showed that Y always fulfills the father's wishes, comes home on time from school, plays at home, and required to study during free time. Mr. I. always praises Y anytime a task is finished and also allowed to select preferred ideals and hobbies and whatever he wants as long as it is a good thing. Mr. I advises Y gently instead of using punishment anytime a mistake is made and also shows the way to solve problems. It is important to note that Mr. I also applies certain rules that require Y to be obedient all the time. Y is an introverted child and this is the reason he is normally accompanied by the father when it is time to play even though there is freedom to play with peers in parks and other playgrounds. Y is, however, independent when it comes to eating, drinking, making the bed, as well as wearing and taking off school uniforms. Y sometimes did not want to go to school when feeling sleepy but Mr. I normally use force as a way to instill discipline in the children.

Subject 4, MAR, is the 6 years old son of Mr. S observed at the time of the first study to be a cheerful and active child. The interview conducted with Mr. S shows that MAR always fulfills the father's wishes but does not always come home on time from school because he normally plays with friends and rarely plays at home. Mr. S never forced MAR to study during spare time but MAR always receive praises when tasks are completed excellently. The child is also allowed to select preferred ideals and hobbies and to do whatever he wants as long as it is not a bad thing. Moreover, Mr. S advises MAR gently when a mistake is made and does not use punitive

measures during the process of teaching the child how to solve problems. It is also important to note that Mr. S has some rules applied to ensure MAR is obedient. Moreover, MAR is a hyperactive child that does not need the company of the father when playing and is also allowed to play with peers in parks or other playgrounds. MAR eats, drinks, makes beds, wears and takes off school clothes without the help of the father. MAR sometimes refuses to go to school but Mr. S always compels him to go as a way of instilling sense of responsibility.

Discussion

In the context of the research findings, it is evident that the parenting styles of the informants play a crucial role in shaping the social-emotional development of their children. Three out of the four informants, namely Mrs. RM, Mr. I, and Mr. S, tend to prefer a democratic parenting pattern. This is evident from their behavior, as Mrs. RM consistently respects her children's opinions, refrains from using physical punishment when they make mistakes, and emphasizes the importance of independence. This aligns with the views of (Yuen, 2016) which emphasize that a democratic parenting pattern prioritizes warm and supportive relationships to make children feel safe and loved. Additionally, the negotiation approach used by RM and AT is in line with the findings of Hughes and Noppe, which state that this method can aid in the development of children's independence. (Purwati et al., 2020) and (Fadillah, 2015) also support the idea that a democratic parenting pattern provides opportunities for children to develop their potential and have some level of control over their lives. This is consistent with what (Schwartz et al., 2010) suggested about the four types of parenting styles, including democratic and permissive styles, and their impacts on competence and substance use in adolescents. This provides a deeper understanding of how parenting styles influence children.

On the other hand, Mrs. DO's parenting style tends to be permissive, as she allows her children to play and engage in activities without imposing rules or control. This approach, as classified by (Harter & Pike, 1984), grants children extensive freedom to act according to their wishes, even if these actions occasionally deviate from social norms. The different parenting styles implemented by single mothers and fathers seem to impact children's self-awareness, sense of responsibility, and prosocial behavior differently. The lack of complete parental care, as indicated by Harter and Pike (1984), contributes to the lack of clarity in these areas (Garcia et al., 2021).

The findings from the observation of the social-emotional behavior of children aged 5-6 years clarify the challenges they face in the early stages of development (BB). They encounter difficulties in problem-solving during the games they play and also struggle to understand their rights and obligations. However, as they progress (MB), it becomes apparent that children start to avoid games they consider unsuitable for them. They also begin to eat and drink independently as expected (BSH), and they are even observed playing alone without the presence of parents when they have reached an advanced stage of development (BSB). This is attributed to the lack of complete parental care, underscoring the importance of parental involvement in the development of children in this age group.

These findings are in line with previous research that has highlighted the pivotal role played by parenting styles and the level of parental attention in shaping the social-emotional development of children. These studies have demonstrated that different parenting styles can influence children's problem-solving abilities, understanding of rights and obligations, and their level of independence. Thus, it emphasizes the importance of gaining a deeper understanding of how these factors interact within the context of child development, which may also encompass the role of single parents (Delvecchio et al., 2020).

CONCLUSION

The conclusions drawn from the results are stated as follows: Single parent parenting was observed to be quite effective in the socio-emotional development of children aged 5-6 years in Mataram City, West Nusa Tenggara despite the absence of one of the family members. The available parent performs the function of both the father and mother in nurturing the social-emotional development of the children. The application of the single-parent parenting style in familiarizing children at the age of 5-6 years with social-emotional behavior was discovered to be strongly influenced by the environment in which they live. Moreover, the styles implemented by the single mothers and fathers seem different but there is no clarity in the level of self-awareness, sense of responsibility, and prosocial behavior in the children due to the lack of complete parental care. The factors influencing single parents in getting used to social-emotional behavior in children aged 5-6 years

include the lack of knowledge about children's education, residential environment, and interactions with peers emosional.

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