



Parenting Patterns of Connected Parents in Developing Social Emotional Skills of Early Childhood

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Abstract

Parenting patterns greatly influence the social-emotional development of early childhood. In families with stepparents, differences in parenting approaches between biological parents and stepparents often cause imbalances, which can hinder children's growth and development. This study aims to examine the parenting patterns of stepparents in developing the social-emotional development of early childhood at RA Muslimat Baitul Huda Sidoharjo, Selagai Lingga, Central Lampung. This study uses a descriptive qualitative approach with a case study method, involving five stepparents and early childhood as research subjects. Data were collected through observation, in-depth interviews, and documentation, and tested for validity using triangulation of sources, techniques, and theories. The results of the study showed three tendencies of parenting patterns, namely positive, negative, and neutral. Positive parenting patterns are seen in the attitude of guiding, directing, and accompanying children in learning and socializing activities. Negative parenting patterns are characterized by the use of violence, minimal support, and lack of affection that makes children quiet and less confident. Neutral parenting occurs when children are given unlimited freedom or control, which makes children feel neglected. These three patterns influence children's social emotional development, depending on the consistency of implementation and existing communication.

Keywords : Parenting Patterns, Connecting Parents, Social Emotional, Early Childhood

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INTRODUCTION

Family is the first and foremost place for a child to learn many things, including the basic values of life. Before a child knows the outside world, parents are the main source of education and upbringing. Instilling values in the family is the foundation of a child's character in the future. Therefore, it is important for parents to guide, direct, and shape their child's personality from an early age. A child's moral values, ethics, and emotional intelligence are greatly influenced by how the family treats them. Therefore, education in the family cannot be underestimated in the child's growth and development stage (Wulandari & Astuti, 2021).

The educational process in the family greatly determines the quality of human resources in the future. Relationships built through affection, attention, and emotional support shape the child's personality to be more stable. The role of parents in parenting also has an impact on the child's mental and social resilience. Positive relationship patterns between children and parents make it easier for children to develop healthily, both

physically and emotionally. If the family succeeds in instilling positive values, children tend to grow up with adaptive and resilient attitudes. Therefore, the quality of interaction in the family is very important (Sari & Fauziah, 2019).

In the Republic of Indonesia Law Number 35 of 2014, it is emphasized that parents have an obligation to educate, care for, and protect their children. This shows that the state also recognizes the importance of education in the family. In addition, parents are required to develop their children's potential according to their talents and interests. No less important, they must prevent early marriage and instill noble character values. All of this is a big responsibility that cannot be ignored. This provision is an important legal basis for parenting (Sari, 2020).

From an Islamic perspective, Allah SWT has instructed through the letter At-Tahrim verse 6 for humans to protect their families from the fires of hell. The task of protecting the family is not just a worldly need, but also a need for the hereafter. This indicates that parenting must include spiritual development of children. Not only about physical health and academic education, but also morals and ethics. The family is the first fortress in saving generations from damage. This seriousness shows the importance of the role of the family in the safety of children in the world and the hereafter (Nugraheni, 2022).

According to Quraish Shihab, the family is not only a place of shelter, but also a sign of the greatness of Allah and a means of character education. Family life must be regulated with full awareness because it is a great blessing that must be appreciated. Islam teaches the principles of justice, compassion, and openness in the family. The goal is for the family to become a small, harmonious and productive institution. A stable family will form a strong society. Therefore, building a healthy family is a priority in sharia (Fadillah, 2021).

The parenting pattern applied in the family greatly influences the growth and development of children. Children who receive democratic parenting tend to be more independent and confident. Conversely, authoritarian or permissive parenting can cause emotional and behavioral problems. Parents often unknowingly adopt the wrong parenting pattern due to ignorance or hereditary habits. In fact, consistent and positive parenting will instill noble character values from an early age. Therefore, parents' understanding of the importance of parenting is very important (Ramadhani & Sari, 2023).

The family environment is the first place where children learn to interact socially. The family is not just a place to live, but also a place where children learn norms, values, and emotions. If the family is able to create a comfortable and harmonious atmosphere, children will grow up with good emotional intelligence. However, if the family is full of conflict, children are susceptible to mental disorders. A supportive home environment will enrich children's social experiences. Therefore, family harmony is the main key (Hidayah, 2022).

Children's emotional development must receive special attention, especially in early childhood. Childhood is a golden period for forming a healthy emotional personality. The first social experiences leave a deep impression on a child's soul. If a child often experiences verbal abuse or emotional neglect, it is likely that he or she will grow up to be an anxious person. On the other hand, positive experiences will shape a child who is confident and friendly. Therefore, parents must be smart in managing their own emotions when interacting with children (Putri & Wahyuni, 2021).

Children have different emotional development patterns than adults. Their emotions are often explosive and difficult to control. Therefore, parents need to guide them with patience and understanding. Daily activities such as playing, chatting, and having light discussions can be a means of practicing emotional intelligence. In addition, early recognition of emotions helps children recognize and manage their feelings well. This is a long-term investment in building social-emotional intelligence (Dewi & Lestari, 2020).

Children's social skills need to be developed as early as possible because they are directly related to their future. Children who have social intelligence will be more sociable, build networks, and be successful in the world of work later. Without these skills, children

can feel alienated or marginalized in their social environment. Developing social skills is not enough just to be taught, but must be exemplified. Parents who are role models in social interactions greatly influence children's abilities. So forming a social personality must start at home (Aulia & Herawati, 2021).

In the 2013 curriculum, the social-emotional aspect is an important indicator in early childhood education. Children must be taught to be independent, respect rules, share, and respect others. These skills not only affect children when they are in school, but also when they interact in society. Character education is an inseparable part of academic education. Therefore, parental involvement in character education is needed. Social-emotional education equips children to become whole individuals (Ningsih, 2023).

Parental involvement is very important in determining the success of a child's social and emotional development. Children from intact families generally show more stable emotional development than children from divorced families. This is supported by research showing that family integrity is positively correlated with children's emotional well-being. If the family is harmonious, children feel safe and loved, so that their emotions develop healthily. Conversely, broken families tend to produce anxious and inferior children. This is the reason why it is important to maintain family integrity (Syamsiah & Firdaus, 2020).

Stepparents are present as new figures in families resulting from remarriages. Not all children can easily accept the presence of these stepparents. Many factors influence this, such as emotional approach, communication patterns, and acceptance from the child himself. Stepparents who are able to build positive emotional relationships can help children feel accepted and supported. However, if the approach is wrong, it can cause feelings of alienation and add to the child's emotional wounds. Therefore, the role of stepparents must be carried out with full empathy and patience (Pratiwi & Zulkarnaen, 2022).

The phenomenon of divorce in Lampung in recent years has shown quite high numbers. Data shows that throughout 2022 to the first semester of 2024, the number of divorce cases increased significantly. Most cases are caused by ongoing disputes, economic factors, domestic violence, and other problems. This condition has an impact on many children who have to adapt to new families. The presence of stepparents is something that cannot be avoided. Therefore, it is important to pay attention to children's social emotional adaptation in this situation (Handayani, 2024).

The presence of stepparents can have a positive impact if managed well, but it can also create new challenges. Research shows that an inharmonious relationship between a child and stepparent can cause behavioral problems, stress, and emotional disorders. Therefore, it is important for new families to build open communication and a positive emotional climate. Children need time and process to accept changes in their families. Consistent emotional support and active involvement in the child's daily life will be very helpful. That way, children can still develop healthily even though they are in a stepfamily (Yuliani & Sulastri, 2024).

Based on the results of pre-observations conducted by researchers at RA Muslimat Baitul Huda Sidoharjo Selagai Lingga Lampung Tengah, various dynamics were found in the social emotional development of children, especially for children who have stepparents. Of the 34 students, there were 5 children who experienced this condition, and showed diverse social emotional development. Some children, such as Husein and Alvin, were able to adapt well, showing positive attitudes in socializing and learning at school. However, some others, such as Aurel, Fiki, and Andini, experienced quite serious challenges, such as a tendency to withdraw, get angry easily, are difficult to control, and even less able to build healthy social relationships with their peers. These findings show that there is a large variation in the impact of the presence of stepparents on children's social emotional development, which is greatly influenced by parenting patterns, emotional approaches, and the quality of relationships established in the new family. This condition shows the importance of

research on parenting patterns of stepparents, so that it can provide a deeper understanding of how to build effective parenting patterns in supporting the social emotional development of early childhood. Therefore, this research is very relevant and important to be conducted, especially in the context of early childhood education at RA Muslimat Baitul Huda.

METHOD

The research method used in this study is a descriptive qualitative method with a case study approach. According to Sugiyono (2018), qualitative research aims to understand social phenomena in depth through collecting data from the field naturally. The case study approach was chosen so that researchers can focus on examining in detail a particular subject in a real-life context. In line with the opinion of Suharsimi Arikunto (2014), case studies allow researchers to describe and analyze a unit intensively and in depth. This study uses interview techniques as the main tool for collecting data, which is carried out directly to the research subjects. In practice, researchers are directly involved and interact with respondents, in accordance with the principle of natural settings in qualitative research (Sukardi, 2016). The purpose of using this method is to obtain valid, real, and scientifically accountable data. Therefore, the results of this study are expected to be able to provide a comprehensive picture of the parenting patterns of stepparents in developing the social emotions of early childhood.

This research was conducted at RA Muslimat Baitul Huda, Sidoharjo Village, Selagai Lingga District, Central Lampung Regency. The research location was chosen based on the consideration that RA Muslimat Baitul Huda has characteristics in accordance with the focus of this research. In accordance with the principle of location selection in qualitative research according to Sumadi Suryabrata (2013), the location must support smooth data collection. The research subjects consisted of five stepparents who have early-age children who are studying at the RA. The sampling technique used purposive sampling, namely selecting subjects based on special considerations that are relevant to the research objectives (Sugiyono, 2018). This technique allows researchers to further explore the social phenomena that are the objects of study in a focused and in-depth manner. Data collection was carried out through observation, in-depth interviews, and documentation, as explained by Sutrisno Hadi (2015) regarding the importance of method triangulation in qualitative research. With this approach, it is hoped that the data obtained will be able to provide a comprehensive understanding of the social emotional dynamics of children cared for by stepparents. According to Sugiyono (2018), there are three data analysis techniques, namely data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

RA Muslimat Baitul Huda is an early childhood education institution established under the auspices of the Baitul Mustaqim Foundation, located in Sidoharjo Village, Selagai Lingga District, Central Lampung Regency. This institution was founded in 2020 on the initiative of the community who wanted early childhood education for children in their village. Led by the Chairperson of the Foundation, Mr. Ismail Yaqup and the Head of RA, Mrs. Eva Rifatul Aini, S.Pd.I, RA Muslimat Baitul Huda carries the vision of "Educating and building children's habits so that they grow creatively and innovatively and instilling a sense of love for Allah SWT and the Prophet Muhammad SAW." Initially only having 13 students, now the number of students continues to grow along with the increasing trust of the community. The existence of this RA is real evidence of the synergy between the foundation, the board of teachers, and the community in advancing early childhood education based on Islamic values.

In its implementation, RA Muslimat Baitul Huda has a mission to develop Islamic, active, creative, and fun learning, and aims to instill aqidah and noble morals in children. Currently, this institution has 6 educators with undergraduate and high school educational backgrounds, and serves 35 students consisting of 25 boys and 10 girls. The available facilities and infrastructure include 3 classrooms, office space, bathrooms, children's desks, teacher's desks, educational play equipment (APE), ablution facilities, and other supporting equipment in good condition. With adequate facilities and the support of competent educators, RA Muslimat Baitul Huda continues to strive to improve the quality of its educational services in order to create a generation of children with Islamic and independent characters.

This study aims to determine the parenting patterns of stepparents in improving the social-emotional development of early childhood. Based on the results of observations and interviews at RA Muslimat Baitul Huda, it was found that the presence of stepparents brings its own challenges in the social-emotional development of children, especially due to the lack of affection, attention, and time from parents, as well as the instability of the family's economy. The dynamics of the relationship between children and stepparents, openness of communication, emotional acceptance, and consistency of parenting patterns are important factors that influence this development. Without a warm and empathetic approach, children tend to experience obstacles in building social relationships and managing their emotions. Therefore, this study focuses on understanding how the parenting patterns of stepparents can be optimized to better support children's social-emotional growth and development.

Parenting Patterns of Connective Parents in Early Childhood that Influence Social Emotional Development

This study examines the parenting patterns of stepparents based on interviews with five subjects. The first subject, Mrs. RM, experienced a divorce due to her husband's infidelity and raised her only child, A, with a strict and harsh parenting pattern. This pattern was applied because the child was previously raised by his grandmother and tended to be disobedient to his biological mother. In addition, physical violence patterns were occasionally used to deal with children's tantrums. This study shows that early parenting background influences parenting patterns after divorce (Andriani & Wulandari, 2021). To be precise, this parenting pattern aims to instill discipline, although the risk is an increase in aggressive behavior in children.

Mrs. RM gives her child freedom to play, but A rarely interacts socially. Based on Mrs. RM's statement, A prefers to withdraw after his mother left him to work in Jakarta. This is in accordance with the results of a study that emotional separation between children and mothers can affect children's socialization abilities (Fitria, 2019). A child's inability to build social relationships can be the impact of limited emotional attachment at an early age. Even though they are given the opportunity to play, the child's selectivity in socializing indicates social trauma. Therefore, the active role of parents in guiding children's social interactions is very important.

In managing children's emotions, Mrs. RM shows a firm approach without spoiling. When the child throws a tantrum because his wishes are not fulfilled, the mother remains consistent in maintaining her decision. This approach aims to teach children boundaries in fulfilling their emotional needs. However, the difference in parenting styles between grandmothers and mothers causes emotional confusion in children. Children tend to be more comfortable with grandmothers who fulfill their wishes, rather than mothers who set boundaries (Ramdani, 2022). Inconsistency in parenting between old and new caregivers can prolong the child's adaptation process to new rules.

In Subject II, Mrs. RW as the stepmother of child H showed a more supportive and positive parenting pattern. Although her status is only a stepmother, Mrs. RW tries to prioritize the education and emotional needs of the child. Research shows that stepmothers

who apply a positive parenting style are able to improve the emotional well-being of children (Isnawati & Susanti, 2022). The selection of a religious-based school shows that Mrs. RW not only focuses on formal education but also on character building. Active support in extracurricular activities also plays an important role in increasing children's self-confidence. This shows the importance of parental involvement in children's activities to build emotional bonds.

Mrs. RW also applies healthy limits on the use of technology and children's daily activities. Giving limited time to play gadgets after studying helps create a balance between obligations and entertainment. This approach is in line with research that limiting the use of technology encourages better social-emotional development (Fadillah, 2020). Although tantrums sometimes occur, consistent limits help children learn to manage disappointment. Limits that are applied consistently also teach children about the concept of responsibility. Limits like this are important for forming discipline from an early age. Children also learn that not all their desires can be fulfilled immediately.

In terms of attention, Mrs. RW shows deep affection even though she is not her biological mother. Giving simple attention such as asking about favorite foods strengthens the emotional bond with the child. Research shows that children who feel loved by their stepparents experience fewer behavioral disorders (Setiawan & Kurniawati, 2023). Mrs. RW never differentiates between child H and his biological sibling. This consistency of affection creates a sense of security and emotional stability in the child. Mrs. RW's presence brings significant changes in child H's discipline and daily life. This shows how important the presence of a stable caregiver figure is.

In contrast to Subject II, Subject III, Mrs. SP, actually prioritizes children's education less. In the interview, it was seen that economic factors and the burden of taking care of four children alone made education a low priority. Research supports that single mothers with heavy economic burdens tend to have limitations in supporting children's education (Sari & Pratama, 2021). The attitude of letting children go to school or not shows weak control over children's education. This condition has the potential to cause academic lag in the future. The absence of educational encouragement can worsen a child's future.

Mrs. SP also gives full freedom to her child R without clear rules. The child is left to do whatever he wants without adequate emotional control or attention. This indifference shows an extreme permissive parenting style that can have a negative impact on the child's social-emotional development (Nugraheni, 2020). Children who do not get rules and attention are prone to behavioral problems. Emotional neglect also makes it difficult for children to build healthy relationships later in life. This situation is exacerbated by the lack of support from Mrs. SP's new husband.

Mrs. SP limits outdoor play because the child is often the victim of peer teasing. Fear of bullying makes children play more in a limited home environment. Studies show that children who are victims of bullying need protection, but also guidance to develop self-resilience (Susanti, 2018). Only limiting without efforts to strengthen the child's mentality can actually worsen their social isolation. Ananda R became more withdrawn and lost the opportunity to develop social skills. Parents should be able to combine protection with strengthening self-confidence.

Subject IV, Mrs. SL, is an example of a parent who applies a strict and free parenting style without limits. Mrs. SL, who is also the nanny of child F, allows her child to play with her cellphone so that she can work without interruption. This condition illustrates a permissive parenting style accompanied by physical violence when the child is considered to have violated the rules. Studies have shown that the combination of permissive and strict parenting styles increases the risk of behavioral disorders in children (Utami & Handayani, 2021). Physical violence without emotional control will only worsen the child's frustration. The child's need for healthy attention is not met.

In addition, Mrs. SL does not prioritize formal education for her children. Children are left out of school for economic reasons and tantrums from children who do not want to learn. This is consistent with the finding that low economic conditions are correlated with low educational motivation for children (Putri & Suharti, 2019). Lack of attention to education hinders children's academic and character development. Unsupportive family environmental factors exacerbate children's failure in the future. As a result, children from families like this are at high risk of experiencing socio-economic limitations as adults.

Mrs. SL focuses more on personal peace than on forming positive behavior in children. Giving excessive freedom aims to avoid conflict, but without rules, children grow wild. Research shows that children who are not restricted tend to have difficulty regulating their own behavior (Hidayati, 2020). The habit of letting children play without supervision also increases the risk of gadget addiction. Children like F are not only vulnerable to behavioral problems, but also social development disorders. This condition requires more consistent and attentive parenting interventions.

In Subject V, Mrs. TH, despite being a single parent due to the death of her husband, was still able to prioritize her child's education. Mrs. TH consciously chose religious-based education to instill moral values from an early age. This is in accordance with research that religious education from an early age increases children's prosocial behavior and moral resilience (Rahmawati, 2022). Despite facing economic burdens and the responsibility of raising three children, her commitment to education was unwavering. The active role of parents in supporting children's education is crucial in shaping children's character. With perseverance, Mrs. TH was able to balance her role as a mother and primary educator.

In educating children, Mrs. TH also tries to organize her children's daily activities in a disciplined manner. Children are invited to undergo a structured routine between study time, play, and worship. This pattern supports optimal cognitive and social development of children (Syafitri & Nasution, 2021). In addition, a loving and caring approach makes children feel comfortable and protected. Consistency in this parenting pattern helps children grow up with self-confidence and emotional stability. This condition is an important capital for children's success in the future.

Based on the research results, it can be concluded that the parenting patterns of stepparents include several important approaches in building relationships with stepchildren. The parenting patterns applied include authoritative parenting, which is a combination of giving affection and implementing firm rules, so that children feel appreciated and guided clearly. In addition, the application of permissive parenting was also found, where stepparents provide more freedom without strict control, usually to avoid conflict with stepchildren. Some stepparents apply authoritarian parenting, which emphasizes strict discipline without much room for dialogue, although this pattern tends to be less effective in building emotional closeness. Democratic parenting also appears in several cases, by involving children in decision-making and building positive two-way communication. Finally, uninvolved parenting is also found in several conditions, when stepparents provide less attention and emotional involvement to stepchildren, usually due to personal problems or unstable family dynamics.

Factors Influencing the Social Emotional Development of Early Childhood Children Who Have Stepparents

Parenting patterns of stepparents in the social and emotional development of early childhood show quite large variations. Based on the interview results, there are ineffective parenting patterns, such as the absence of tutoring experienced by children in subjects I, III, and IV. These children tend to experience social and emotional delays, show tantrum behavior, are inferior, and have difficulty socializing. This shows that the lack of involvement of stepparents in children's education has a significant impact on their emotional and social development (Mousavi et al., 2021). In addition, children who receive

less attention and affection from stepparents tend to experience behavioral problems. On the other hand, positive parenting patterns, such as those applied by subjects II and V, show better results in children's social and emotional development. Active involvement in assisting children to learn and providing emotional support has been shown to increase children's self-confidence. Therefore, parenting patterns of stepparents greatly determine the direction of social and emotional development of early childhood.

The social environment is also a factor that greatly influences the effectiveness of parenting patterns of stepparents on child development. In subjects I and III, a poor environment, where norms of politeness are not enforced, exacerbates obstacles to child development. Children from this environment tend to imitate violent behavior and are less able to build healthy social relationships (Alsubaie, 2020). Although stepparents have tried to educate in a better way at home, the influence of a negative environment remains a major challenge. This shows that positive parenting needs to be supported by a social environment that also supports child development. On the other hand, in subject V, despite feeling inferior, the child was still able to build healthy social relationships because he received full support from the stepparent. Thus, the interaction between parenting patterns at home and the child's social environment is an important combination to form optimal social emotional development. Without good environmental support, positive parenting efforts can be less effective.

Disciplined but non-authoritarian parenting has been shown to be more effective in shaping the social-emotional development of early childhood children who have stepparents. Subject II showed that regularity in learning, even if only for a short time every day, can build children's self-confidence and social skills. Ananda H in this case was able to get along with anyone, showing that consistent small guidance is better than uncontrolled large pressure (Baumrind, 2013). This parenting pattern emphasizes the importance of consistency and emotional presence of stepparents, although the duration of time with the child is not always long. Discipline given with love shapes the child's character to be more independent and confident. In the case of another subject who had no guidance at all, it was seen that the child became less cognitively and socially developed. This positive discipline pattern provides an illustration that stepparents must be able to build safe and supportive emotional relationships. Therefore, consistency, emotional support, and acceptance are very important in stepparent parenting.

The absence of tutoring and affection in the parenting pattern of stepparents shows a significant negative impact on the social emotional development of children. Subjects III and IV showed that children who do not get motivation to learn tend to experience cognitive delays, inferiority, and difficulty in socializing. These children also tend to withdraw from the social environment or even show aggressive behavior towards their peers (Pomerantz & Grolnick, 2017). In this case, parenting patterns that are more colored by verbal and even physical violence show a failure in forming healthy emotional development. The lack of involvement of stepparents makes children feel like they do not have a safe place to grow and develop. As a result, children's development is not optimal both cognitively and socially emotionally. This proves that physical presence alone is not enough, but must be accompanied by emotional presence and consistent attention. Therefore, supportive tutoring is a basic need in an ideal parenting pattern.

The role of stepparents in providing a sense of security and emotional stability is very important in determining the development of children's self-confidence. Subject V showed that parents' openness in explaining family conditions and consistency in supporting children's education contributed to children's self-confidence. Although there was a feeling of inferiority that occasionally appeared, children were able to overcome these feelings because they received full support from stepparents (Kerns et al., 2020). This confirms that young children really need clarity, affection, and guidance from their parents, especially in stepparent conditions. Without openness and effective communication, children will feel

alienated and find it difficult to build trust in the world around them. When this sense of security is fulfilled, children become more courageous in socializing and are able to manage their emotions better. Therefore, parenting patterns that emphasize open communication and emotional support are very important in shaping children's positive social-emotional development. Stepparents must act as a source of stability, not a source of uncertainty.

Excessive responsibility placed on children in a stepfamily can hinder their emotional and social development. Subject IV showed that children who were given excessive responsibility from an early age, such as looking after younger siblings and taking care of the house, tend to experience emotional stress. These children usually show authoritarian behavior towards peers and have difficulty managing their own emotions (Gadeyne et al., 2022). Parenting patterns that provide responsibility without considering the child's age and abilities actually risk burdening the child's psychology. Early childhood should be given the opportunity to play and learn freely in a safe atmosphere, not burdened with adult responsibilities. This pressure can shape the child's character to be tough, easily angered, or even withdrawn from the social environment. Therefore, it is important for stepparents to balance between teaching responsibility and providing healthy freedom. A balanced parenting pattern will help children grow up with good self-confidence and empathy. This is also an important foundation in forming a child's resilient character.

In general, this study confirms that the parenting style of stepparents greatly influences the social-emotional development of early childhood, both positively and negatively. Parenting that is full of affection, consistent discipline, open communication, and active guidance has been proven to accelerate children's social-emotional development. Conversely, parenting that is minimal in attention, full of violence, without tutoring, or a negative environment tends to hinder this development (Bornstein, 2019). Stepparents need to understand that they play a strategic role in shaping the personality, self-confidence, and social skills of their children. In stepparent families, emotional challenges are indeed greater, but with the right parenting style, children's potential can still develop optimally. An empathetic, understanding approach, and positive environmental support are needed to achieve the best results. Every child deserves a safe, loving family environment that encourages their growth. Therefore, it is important for stepparents to continue learning and honing their parenting skills. Good parenting is a long-term investment for a child's future.

CONCLUSION

Based on the results of the study on "Parenting Patterns of Stepparents in Developing Early Childhood Social Emotional Development at RA Muslimat Baitul Huda Sidoharjo Selagai Lingga Lampung Tengah," it can be concluded that there are five respondents who have stepparents, with varying parenting patterns. Several respondents showed positive parenting patterns, where stepparents guide children to obey the rules with easy-to-understand communication and accompany children in learning or socializing activities both at school and in the surrounding environment. In addition, these stepparents also provide attention so that children can develop well according to expectations. On the other hand, there are also negative parenting patterns, which are characterized by the use of violence as a form of discipline when children do activities that are not in accordance with the wishes of their parents. As a result, children are often scolded and do not get the support needed for their social emotional development. In addition, the lack of attention and affection from parents makes children quiet and obedient, because parents are too busy with their personal affairs, so they do not pay attention to their child's growth and development. A small number of respondents showed neutral parenting patterns, which do not provide rules or restrictions on children. They give their children complete freedom to choose what they want and support their desires without any intervention. This makes

children feel less cared for and do not get the direction needed for healthy social emotional development.

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