



Description Of The Social-Emotional Development Of Young Children From Divorced Families

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ABSTRACT

This study aims to describe the social-emotional development of young children from divorced families in Lakapodo Village, Watopute District, Muna Regency. This study uses a qualitative approach and descriptive research type. The subjects of this study include three children aged 4-5 years old from divorced families, as well as their grandmothers who act as caregivers for their grandchildren. The data collection techniques used are observation, interviews, and documentation. The data analysis used in this study was the Miles & Huberman data analysis model, which consists of four stages, namely data collection, data reduction, data presentation, and conclusion drawing. The results of this study show that children from divorced families in Lakapodo Village have difficulty controlling their emotions, demonstrate good self-confidence, understand rules but are not yet disciplined in obeying them, have difficulty showing empathy and respect for others, and have demonstrated a willingness to share. The conclusion of this study states that parental divorce has an impact on the social-emotional development of early childhood in Lakapodo Village, Watopute District, Muna Regency.

Keywords: *social-emotional development, early childhood, divorce*

INTRODUCTION

In the Republic of Indonesia Law Number 20 of 2003, concerning the National Education System, it is written: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Early childhood education is aimed at children aged birth to six years old, aiming to develop all of their potential and will determine the formation of their character and personality through stimulation and encouragement. Wiyani (2020) stated that the purpose of early childhood education is to support children's physical and spiritual growth and development so that they are ready to enter further education. Aprilla et al., (2021:114) stated that early childhood education is the basic foundation of human life, meaning that early childhood education is the basis for the formation of a complete personality, starting from the formation of character, skills, and intelligence, thus influencing the development of the quality of human resources. Providing appropriate education to early childhood influences the child's readiness to face the next level of education.

Early childhood refers to children aged 0-6 years. According to Maulana et al. (2018:3), early childhood is a period during which children are in the process of growth and development. Each child has their own unique character and differs in both quality and development. Child development is progressive, systematic, and continuous. In this process, a child's development is largely determined by the readiness and role of parents in providing support, attention, and a safe and loving environment. Parents act as primary figures influencing the formation of a child's personality, emotional management, and social skills. However, when parents divorce, the family environment, which should be a source of security for a child, can change.

Divorce, often referred to as a "broken home," is a situation in which a married couple decides to officially end their marriage. According to Hayati (2016: 3), the high divorce rate is caused by many factors, including moral turmoil, irresponsibility, abuse, mental cruelty, biological disabilities, and unhealthy polygamy. Other factors include jealousy, forced marriage, economic problems, underage marriage, and a lack of harmony within the household. Political factors and the presence of third parties also contribute to this. However, divorce is most often caused by a lack of harmony within the household and a lack of responsibility within the family.

Divorce is the official separation of a husband and wife, who decide to no longer fulfill their duties and obligations as husband and wife. They no longer live and reside in the same house because there is no formal bond. This occurs due to

fundamental differences that cannot be reconciled through various means within the family. Each spouse maintains their own opinions, desires, and will, without making any effort to compromise for the sake of family unity. The unwillingness and inability to acknowledge one's own or others' shortcomings can cause a trivial problem to escalate, ultimately resulting in divorce (Dariyo, 2004).

Divorce is a last resort or effort after all efforts to reconcile the husband and wife have been made but have failed, and if the husband and wife must maintain their marriage in an unhappy, eternal, and prosperous state, it will cause further problems. Divorce is basically not prohibited if the reasons for the divorce are based on the provisions that regulate it. However, even though divorce is not prohibited, it is something that is most hated by God (Rodliyah, 2014: 124).

According to the Central Statistics Agency (BPS), the number of divorces in Southeast Sulawesi Province reached 3,673 families in 2023. Furthermore, the Central Statistics Agency (BPS) for Southeast Sulawesi reported 391 divorces in Muna Regency in 2023.

Siregar (2017: 18) states that if divorce is the path that must be taken for a household that has been built intact before and can no longer be maintained for a while, then Islam does not prohibit a husband from divorcing without any procedures that must be followed, if the husband has said the words of divorce either clearly or insinuatingly. Habibulloh et al., 2024 said that the law of divorce in Islam is *mubah*, meaning it is permitted, but not recommended.

A married couple who chooses to divorce will ultimately have repercussions that will be felt by various parties. The impact of divorce is not only felt by the divorcing couple but also by the children involved. Children from families experiencing divorce tend to face various emotional problems, such as anxiety, depression, and difficulties in establishing interpersonal relationships later in life. This indicates that divorce can disrupt a child's psychological, social, and emotional development, which in turn can affect their quality of life in the future. Maslahah et al., (2023: 79) stated about the impact that will be felt as a result of divorce, where children who come from divorced families sometimes have an attitude of not wanting to be controlled and will do whatever they want (stubborn), are easily influenced by negative things, tend to be quiet, lazy and unenthusiastic, have a feeling of inferiority towards a complete harmonious family so that they blame God, have difficulty socializing or making friends because they tend to be more withdrawn (lack of self-confidence, have a feeling of hatred towards their parents, have excessive anxiety and are afraid of living as a couple so that this divorce will affect the child's social and emotional well-being.

Early childhood social-emotional development refers to the development of children's abilities to understand, manage, and express their emotions, as well as interact with others in a healthy and positive manner. Meanwhile, Lubis (2019: 48) states that social-emotional development refers to children's sensitivity to

understanding the feelings of others when interacting with those around them in everyday life.

Ramdani et al., (2021:3) explain that early childhood social and emotional development can be characterized by the child's ability to adapt to their surroundings, developing a sense of friendship that involves emotions, thoughts, and behavior. Children's social development can also be seen through the process of developing their interpersonal skills, by learning to make friends and broadening their understanding of the surrounding community. This allows children to understand the beauty of togetherness with those around them.

Kurniati et al., (2024: 87) also said that social emotional development is very important in an individual because it is related to the child's ability to interact and relate with other individuals. Social emotional development is one of the developments that must be handled specifically, because children's social emotional development must be fostered in early childhood or what is usually called the formative period. Early social experiences are very important, children's social experiences greatly determine the child's personality after he becomes an adult. Many pleasant experiences can encourage children to seek and encourage children to have good social attitudes. Meanwhile, many unpleasant experiences in childhood will give rise to unhealthy attitudes towards children's social experiences, these experiences can encourage children to become antisocial and even children tend to lack self-confidence.

Social and emotional development is crucial because it forms the foundation for a child's future personality and social skills. Children with strong social and emotional development are typically better able to adapt to their environment, interact positively with others, and have better emotional control. One factor influencing a child's social and emotional development is the family. Children living in harmonious families are often given opportunities to receive recognition and develop strong social and emotional well-being. Therefore, if family relationships are harmonious, a child's social and emotional development will undoubtedly improve. However, if harmony is absent within the family, the child's social and emotional development will be hampered. Nasir & Ichsan (2021: 272) suggest that children born into broken homes often experience emotional disturbances that affect their behavior. Their behavior tends to be deviant or inappropriate. This behavior is evident in both school and community settings.

Based on the results of the researcher's initial observations in Lakapodo Village, Watopute District, Muna Regency, there are several children aged 4-5 years who are victims of their parents' divorce which has an impact on the child's social and emotional development aspects which are hampered. This is evident from the child's behavior which shows unstable emotional expressions, such as being easily angered, crying and appearing very aggressive. After the divorce of their parents, the child is often cared for by his grandmother, while his parents

(father and mother) only focus on earning a living for their daily lives. After becoming a single parent, the parents rarely pay attention to the child's development, especially his social and emotional development, due to work routines that require leaving their child with their grandmother. From the results of the researcher's initial interview with one of the caregivers of the child of the divorce victim, the child began to appear more aggressive after the child's parents divorced.

Based on the description above, the researcher is interested in delving deeper into the social and emotional development of children in divorced families. Therefore, the researcher conducted a study entitled "Description of the social and emotional development of early childhood children from divorced families in Lakapodo Village, Watopute District, Muna Regency.

METHODOLOGY

This type of research is qualitative research using a descriptive qualitative approach. According to Creswell (2014:4), qualitative research is a method designed to investigate and explain social phenomena in depth. This method focuses on understanding the context, experiences, and perspectives of the individuals involved in the phenomenon. This approach emphasizes the importance of meaning, social construction, and the complexity of the phenomena being studied.

This research was conducted in Lakapodo Village, Watopute District, Muna Regency in May 2025. The subjects of this research were two, namely: 1) Children aged 4-5 years, totaling 3 children who came from divorced families in Lakapodo Village, Watopute District, Muna Regency, namely: WMA, MI, SRA, 2) Grandmothers who acted as caregivers for their grandchildren, who were victims of parental divorce in Lakapodo Village, Watopute District, Muna Regency, namely: Mrs. WH, Mrs. M and Mrs. H.

The data collected in this study are primary data sources obtained by observing (observation) and through interviews with the child's grandmother who can provide information to the researcher and secondary data sources in this study were obtained through documentation in the form of photos, videos, recordings/audio related to the social emotional development of children from divorced families aged 4-5 years.

The data collection techniques used in this research are observation, interviews, and documentation. In this study, the instruments used were observation and interviews. The data analysis technique in this study will use the method as proposed by Miles & Huberman and Saldana (2014) in (Aldino, Safitri, 2020:51), which includes four steps, namely: 1) Data collection, 2) Data reduction, 3) Data presentation, 4) Conclusion drawing. The data validity test used in this study is source triangulation, technical triangulation, and time triangulation

RESULT AND DISCUSSION

This discussion will describe the research data on the social and emotional development of early childhood children from divorced families in Lakapodo village. This data is sourced from the child's caregiver (grandmother) through interviews and from the children through observation techniques. Observations and interviews were conducted at home. The data presentation made by the researcher consists of six points that refer to the Standard Level of Achievement of Child Development in the social and emotional aspects of children aged 4-5 years, namely: controlling feelings, showing self-confidence, understanding rules and discipline, willing to share, helping and assisting friends, showing empathy, respecting others. The research data will be explained based on the results of interviews, observations, and documentation conducted by the researcher with informants.

1. Control Feelings

The ability to regulate emotions is an important indicator of social-emotional development for early childhood, as outlined in the Child Development Achievement Level Standards (STPPA) for the 4–5 year age group. At this stage, children are expected to begin demonstrating the ability to recognize and manage their own feelings, express emotions appropriately, and resolve simple conflicts appropriately. The results of the first interview with the three informants indicated that:

Informant I said that:

"When he is angry, he tends to express his emotions by screaming loudly and crying so loudly that he coughs from crying so hard."

A similar thing was also conveyed by informant II as follows:

"When angry, the child usually displays tantrum behavior which is characterized by loud crying accompanied by screaming as a form of emotional release".

Informant III also said that:

"When angry, children often exhibit aggressive behavior such as throwing tantrums, crying loudly, and hitting those around them. In fact, once, while his older sibling was folding laundry, he was in an emotionally unstable state, and he immediately threw and scattered the laundry he had folded as a way of venting his anger.

The informant's statement was supported by the researcher's observations of three children: WMA, MI, and SRA. In one situation, WMA was seen crying angrily and loudly when her request to borrow a cell phone was not granted. Furthermore, MI also showed her frustration by crying and screaming when her request to buy snacks was not granted. SRA also acted similarly, crying and hitting her younger sibling because she refused to give him the cell phone she was playing

with. Children's emotional control can also be seen from the interview results in the second question. The informants stated that:

Informant I said that:

"When crying, children do not show behavior of throwing things, but they tend to express their emotions by screaming and making very loud noises."

This is slightly different from informant II who said:

"When angry, children sometimes display aggressive behavior by throwing things around and stomping their feet on the floor loudly, giving the impression that they are quite aggressive and difficult to control."

A similar thing was also conveyed by informant III who said that:

"When they are angry, children tend to express their emotions by throwing things around them and screaming loudly."

The informant's statement was corroborated by what the researchers found during observations, where WMA only cried and didn't throw things when she asked for a cell phone but wasn't given one. This contrasted with MI, who was seen crying, screaming hysterically, and throwing things when the phone she was playing with was taken away. SRA also appeared angry and cried loudly, even throwing things around when her request to accompany her father to work was denied.

Children's emotional control can also be seen from the interview results in the third question. The informants stated that:

Informant I said that:

"If a problem arises with his friends on the playground, the child tends to go straight home. When hit by a friend, he will hit back and then immediately run away. Generally, if a conflict arises, he chooses to avoid it and go straight home."

This is similar to what was conveyed by informant II who said the following:

"My child usually ignores his friends when they're annoyed. When they're bullied, he often cries and then comes to me to report it. Afterward, he usually apologizes. Even without being asked, this child is used to apologizing first. He's quite good at it."

Informant III also said that:

"If a friend or someone else bothers him while he's playing, he'll usually respond by crying first. After that, he'll stop playing and immediately go home to report it to me or his older sibling."

The informant's statement was supported by field observations, which revealed that WMA immediately went home after being teased by her friend on the playground. Meanwhile, MI took the initiative to apologize after an argument with her friend. Furthermore, SRA chose to report the incident to her older sibling after a dispute with her friend over losing a game of soccer.

Based on the results of interviews and observations conducted by the researchers, it can be concluded that children from divorced families have difficulty controlling their emotions. They tend to get angry easily, cry, and exhibit tantrums when their desires are not met or when faced with conflict. Furthermore, they often display explosive anger, even throwing things. In general, all three children still have low conflict resolution skills. They tend to avoid or report to adults rather than resolve the situation themselves.

2. Show Self-Confidence

Self-confidence is a crucial indicator of social and emotional development for early childhood, as outlined in the Child Development Achievement Level Standards (STPPA) for the 4–5 age group. At this stage, children are expected to begin demonstrating the ability to interact with peers and contribute to group activities.

The results of the first interview question with the three informants, they said that:

Informant I said that:

"The child often plays outside, especially in the afternoons. He usually goes to his friend T's house to play."

This is in line with the statement of informant II who said that:

"During the day, children definitely play with their friends, but this often happens in the afternoon. When they leave the house, they must be closely supervised and accompanied by an adult, like me or my child, to prevent them from stealing other people's belongings."

This is slightly different from the statement of informant II who said that:

"He rarely plays with his friends because it's a very quiet neighborhood, so he usually plays alone. Only when the neighbors come over will he play with them. But when his friends are around, he's very active. Sometimes he plays with A"

The informant's statement above is supported by observational data, where WMA was seen actively interacting and playing with his friends. Children often play with their friends in the afternoons in the neighborhood. On several occasions, WMA was also seen playing house and playing around the blind. In addition, MI also showed a habit of playing with friends. MI was seen actively playing when his friends were playing. On one occasion, MI was seen playing with balloons with his friends and also seemed willing to join in watching cartoons on television. SRA also appeared to be actively playing with his friends. On one occasion, the child joined in running around and playing on the slide.

The ability to demonstrate self-confidence in children can also be seen in interviews with the children's grandmothers. The interview data are as follows:

Informant I said that:

"The child demonstrates active involvement in group activities with his friends. He appears enthusiastic and happy to join in various types of games or activities his friends are playing, without being selective about the type of game."

A similar statement was also made by informant II:

"The child shows a tendency to follow his friends in play. He seems happy to join in various activities his peers are doing, usually in the afternoon. Sometimes they play running around, play with cars, or play other games."

Informant III said something similar:

"Yes, the child appears to be engaged in group activities with his friends. He shows enthusiasm for joining in games his peers are playing. When he sees his friends playing, he often joins in without hesitation."

The informant's statement above aligns with the researcher's observations, which show that WMA contributes to social activities, as seen when his peers play snake and dragon, and he takes the initiative to join in. MI also contributes when he and another friend push a car tire to move from one place to another. SRA also works together to score goals when playing soccer.

Based on the results of interviews and observations conducted by researchers, it can be concluded that the ability to show self-confidence in children who come from divorced families, namely children are able to show self-confidence can be seen when children want to be friends and interact with children their age, want to play together, especially with children who are in their home environment. Children show their ability to contribute to group activities, this contribution reflects their ability to interact socially positively. The form of contribution in question includes participating when playing with friends, wanting to share roles in games, and showing initiative to help friends who are having difficulties.

3. Understand The Rules and Discipline

Understanding rules and discipline is an important indicator of social and emotional development for early childhood, as outlined in the Child Development Achievement Level Standards (STPPA) for the 4–5 year age group. Children generally already have established rules. At this early age, children are expected to be able to recognize simple rules that apply in their environment, such as rules for play, at home, and at school.

The results of the first interview question with the three informants, they said that:

Informant I:

"There are rules, you can't be close to your older cousins because then they will fight, you can't play on your cell phone, you can't play during the day, you have to take a nap, you have to wash your feet when you sleep and you can't

sleep in the middle of the night."

In line with informant II who said that:

"Yes, there are several rules that apply to children at home. Among them are the prohibition on playing with cellphones, not allowing random snacks, not allowing to play outside the house if no one is watching, and being required to take a nap every day."

Informant III also said something similar:

"There are several rules that I apply to my children. These include not being able to play during the day and not being able to play on cellphones."

The results of the second interview question with the three informants, they said that:

Informant I:

"The child still exhibits behavior that refuses to be told what to do and doesn't follow rules or prohibitions. He often argues when reprimanded or directed, and seems reluctant to accept restrictions from the adults around him."

In line with informant II who said that:

"Children show varying responses to instructions or directions. Sometimes they listen and follow along well, but other times they seem indifferent or disregard what is being said. However, when given a specific promise or incentive, children usually become more easily directed and demonstrate compliance."

This statement is also in line with informant III:

"Sometimes he obeys, sometimes he doesn't"

The informant's statement above aligns with the researcher's observations, which found that WMA refused to take naps and went out to play during the day. Furthermore, MI also appeared to be disobeying applicable regulations, as evidenced by her habit of continuing to play on her phone. SRA was also seen continuing to play on her phone despite being told not to.

Based on the results of interviews and observations of researchers, the way children from divorced families understand the rules and discipline can be concluded that the ability to understand the rules and discipline of children is not good enough, this is because the children have not fully complied with the rules and still ignore the rules that have been set and act according to their own wishes.

4. Want to Share, Help and Assist Friends

The willingness to share, help, and assist friends is an important indicator of social-emotional development for early childhood, as stated in the Child Development Achievement Level Standards (STPPA) for the 4–5 year age group. At this stage, children are expected to begin demonstrating good sharing skills with friends. Based on the results of observations conducted by researchers

with children from divorced parents and the results of interviews conducted by researchers with the child's caregiver, in this case the grandmother, the following data was obtained regarding sharing skills.

Informant I said that:

"The child demonstrates a love of sharing, especially when he has food. He seems happy to offer or share his food with his friends and those around him."

Informant II also said something similar:

"Yes, he's good at sharing even when he's not asked, especially when there are toys or food. Sometimes, if his uncle gives him five thousand rupiah, he'll definitely share it with my son."

Informant III also said something similar:

"When it comes to toys, he still often fights with his younger sibling and rarely shares, especially when playing with his phone. When asked to take turns, he often refuses. However, when it comes to food, he actually enjoys sharing. Even if he only has a little left, if he sees his friend has nothing, they will share."

The informant's statement above aligns with the researcher's observations. One time, WMA went to buy cakes at a stall. When she saw her friend, she took the initiative to share some of her cakes without being asked. Furthermore, MI also demonstrated good sharing skills, as seen when she took turns playing games. SRA also demonstrated good sharing skills, as seen when she shared her drinking water.

Based on the results of interviews and researcher observations, it can be concluded that children who come from divorced families have good sharing skills, as seen from the behavior of children who like to share food or toys with their friends.

5. Show Empathy

Demonstrating empathy is an important indicator of social-emotional development for early childhood, as stated in the Child Development Achievement Level Standards (STPPA) for the 4–5 year age group. At this stage, children are expected to begin demonstrating empathy. Based on observations conducted by researchers with children from divorced families and interviews with caregivers, in this case grandmothers, the following data was obtained regarding empathy toward friends:

Informant I said that:

"He still lacks empathy. When a friend cries, he simply watches without responding or taking any further action. He appears passive and doesn't show any real concern, such as comforting them or asking what's wrong."

In line with informant II who said:

"The child seems to still have an underdeveloped ability to empathize. If a friend cries, he doesn't pay attention, he's busy with his toys."

Informant III also agrees with the interview results:

"He lacks empathy. When he's engrossed in his own world, like playing or immersed in an activity he enjoys, he tends to ignore them, even if his friends are crying. He seems focused on what he's doing and doesn't respond to social situations or interactions around him."

This aligns with the researchers' observations, where WMA, MI, and SRA appeared silent when their friends cried. Based on this data, it can be concluded that children from divorced families tend to have a lack of empathy.

6. Respect Others

Respecting others is an important indicator of social and emotional development for early childhood, as outlined in the Child Development Achievement Level Standards (STPPA) for the 4–5 year age group. At this stage, children are expected to begin demonstrating respect for others, including asking permission to borrow items as a form of respect. Asking permission to borrow items reflects respect for others, as it demonstrates respect for their rights, maintains social relationships, and demonstrates politeness in interactions.

Informant I said that:

"No, children often take things without asking permission first. They tend to just grab whatever they want without regard for other people's property."

Informant II also said something similar:

"Children tend to grab things without asking permission first. When asked about the origin of an item, they sometimes reply that they found it on the street."

Informant III also said that:

"Children have a habit of grabbing things without asking permission. They immediately grab anything they want, especially if they see their older sibling's cell phone"

This aligns with the researchers' observations, where WMA, MI, and SRA were seen taking cell phones without first asking the owner's permission. Based on this data, it can be concluded that children from divorced families tend to have a lower level of respect for others

CONCLUSION

The results of the study concluded that the social and emotional development of early childhood children from divorced families in Lakapodo Village, Watopute District, Muna Regency showed that their social development had progressed well, although they still experienced obstacles in their emotional

development in the form of difficulties in managing their emotions.

Suggestion 1. Primary caregivers, such as grandparents, are expected to pay more attention to children's emotional needs, not just physical needs. It is recommended that caregivers increase emotional interactions, such as listening to children's stories, validating their feelings, and providing consistent verbal support. Furthermore, caregivers can also engage in play activities that support children's social and emotional development. Primary caregivers, such as grandparents, are expected to pay more attention to children's emotional needs, not just physical needs. It is recommended that caregivers increase emotional interactions, such as listening to children's stories, validating their feelings, and providing consistent verbal support. Furthermore, caregivers can also engage in play activities that support children's social and emotional development. 2. For parents, even after a divorce, parental involvement remains important. Parents are advised to maintain communication and build positive emotional relationships with their children. Regular visits, attention, and emotional support from both parents will greatly help children build a sense of security and self-confidence. 3. Future researchers are advised to delve deeper into the most effective parenting strategies for children of divorce, as well as how schools and communities can provide broader support. Studies could also involve more children and compare children living with their mothers, fathers, or other relatives.

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