PalArch's Journal of Archaeology
of Egypt / Egyptology

THE SOCIAL PSYCHOLOGICAL OF CHILDREN OF BROKEN HOME FAMILY AND ITS PROBLEM SOLVING

Muhammad Faisal[1], Hardi Selamat Hood[2], Khaeruddin Said[3], Said Maskur[4]
[1]Qur'an Science and Interpretation Study Program, STAIN Sultan Abdurrahman Kepri
[2,4]Tarbiyah Faculty, Study Program of Islamic Education Management, IAI Ar-Risalah Inhil Riau
[3]Study Program of Islamic Education Management, STAIN Abdurrahman Kepri
Corresponding Author[1]faisal@stainkepri.ac.id

ABSTRACT:
Divorce becomes a very worrying phenomenon in the family at this time. The facts show that in the office of the Religious Court, most incoming files each day is a divorce in the family file. Divorce is something that may be applicable, but has very bad impact especially for children who are left behind. Children who live in broken home family have a negative impact on their social development. Therefore, it is necessary to build the foundation of the mindset that carried out the positive thinking to find a way out of problems both in terms of parents who separated or the environment or the community around. By having this ability, parents and the community will always have ideas in dealing with problems that can have a significant adverse effect on the mental health of the children of broken home family'

INTRODUCTION

Ideally a marriage is expected to last a lifetime, but not always a married couple can live a good, peaceful and lasting marriage. In the course of marriage the couples sometimes encounter problems or obstacles that lead to divorce. Divorce is not easy to do, because there must be strong reasons underlying it. But divorces in this day seem to have become an ordinary thing so that marital relationships seem like a game not only among artists and even among ordinary people. If seen from the cause, the increasing number of wives suing for divorce is not only due to trivial matters, certain things are very basic, because the phenomenon of a wife suing for divorce is increasingly happening in the present times.

Based on the findings of Mark Cammak in the 1950s the divorce rate in Southeast Asia, including Indonesia is classified as the highest in the world. In that decade out of 100 marriages 50 of them ended in divorce. In 2009 the divorce reached 250 thousand cases. There is an increase from previous years

which was only in the range of 200 thousand cases. Ironically 70% of divorces are filed by the wife. The following is the 2010 data from the Director General of Islamic Community Guidance of the Indonesian Ministry of Religion, from 2 million people who get married every year in Indonesia; there are 285,184 cases that end in divorce. So it can be said that the trend of divorce in Indonesia is increasing from year to year (See: http://m.kompasiana.com).

As a result of the divorce, a large impact will be felt by the children left behind. In this case it is a negative effect on the psychological social development of children in society. Children living in Broken Home families experiencing severe emotional stress that commonly lead the children to be closed, vengeful, and hateful. Affection that has been poured out well is now stopped and the children usually look for a place to express their feelings.

Every human being experiences a process of development that lasts a lifetime, but the development is not exactly the same between one individual with another, although in some cases there are similarities in development between individuals . Everyone had been developed, including the great figures or people who are not famous. Humans begin the life since becoming the fetus, infants, children, adolescents, adults, and elderly (Masganti Sit, 2015).

In general, the process of human development consists of biological, cognitive, and social emotional processes (Jhon W. Santrock, Child, 2011). Biological processes produce human changes. Biological processes include gene inheritance from parents, body development including growth of body weight and height, brain development, motor skills, and hormonal changes during puberty. Cognitive processes include changes in the mind, intelligence, and human language. Examples of cognitive processes occur in recognizing objects in babies, combining sentences, mastering words, remembering poetry, doing math problems, imagining something that will happen, finding answers to cause and effect, or understanding something that is implied in an event. Social processes of emotion are changes in human relationships with others, changes in emotions, and changes in personality. Babies learn to smile at their mothers and those around them, boys fight and make friends with peers, the development of children's feelings toward their friends of the opposite sex, the development of social and anti-social attitudes in children and adolescents are part from emotional social processes in human development. These three processes are interconnected, for example the development of brain cells supports cognitive, social and emotional development. Because in the brain there are parts that control the ability to think and socialize and the ability to feel emotions towards others. In the development of children the three development processes occur simultaneously because all these developments occur in one body. Psychologists say children experience several periods of development (Masganti Sit, 2015).

Hurlock stated that there are 5 (five) stages of development experienced during childhood. *First*, the prenatal period is the conception period until birth. *Second*, theinfancy period is from the birth to the end of the second week. *Third*, the babyhood that is by the end of the second week of birth until the end of the second year. *Fourth*, the beginning of childhood is two to six years. *Fifth*, the end of childhood is six years to ten or twelve years (Elizabeth B. Hurlock, 1980).

Children who do not get full attention and affection from parents due to divorce or Broken Home will experience psychological symptoms that are quite alarming. Because the occurrence of divorce resulted in the needs of the children that is not fulfilled, especially the attention and affection that should be obtained from both parents, but the child still has a sense of security, gets protection, is not inferior, likes to empathize, shares with others and the child likes to be more seeking attention with other people. Children of broken home family experience emotional social development in accordance with their age . The environment around the home and school that cares and gives good attention to the children of broken home can help the child's emotional social development develop according to the level of development'. (Putri Novitasari Nugraheni, 2014: 8).

Previous research said that broken home children in addition to having a negative impact also had a positive impact (Theodora Wanti Lestari Wati, 2010) and the emotional social development of children affected by broken home in accordance with the level of development achievement. This supported the previous research that said the learning achievements of children who have broken home can be quite good, but in various ways (Novika Handayani Pramdian, 2010). Therefore, in this paper, the author also provides problem solving for problems relating to 'Psychological Social Broken Home Children and Problem Solving'.

RESEARCH METHODS
The research method used in this article is descriptive with a qualitative approach. What is meant by a qualitative approach here is a type of research where the findings are not obtained through statistical procedures or other forms of calculation. According to Saifuddin Azwar, a qualitative approach is an approach whose analysis places more emphasis on the deductive and inductive inference process, as well as on the process of analyzing the dynamics of the relationship between observed phenomena, using scientific logic (Saifuddin Azwar, 2005). Qualitative research conducts research on the natural setting or on the context of an entity, this is done because natural ontology requires the existence of facts as a whole that cannot be understood if separated from the context (Yvonna S. Lincoln and Egon G. Guba, 1985).

This kind of approach focuses on reasoning based on social reality objectively and through a phenomenological paradigm, meaning that this method is used for three considerations: First, to facilitate the understanding of multiple realities, Second, presenting intrinsically between the researcher and the reality; Third, this method is more sensitive and can adjust to the shape of the value engaged (Lexy J. Moeloeng, 2000). A qualitative approach is used based on consideration if there are multiple realities that ease the researcher in doing his study and with this approach the sharpening of the influence and value patterns are more sensitive to adjust.

RESULTS AND DISCUSSION
During the divorce process, psychologically the children will feel hurt slowly as they still do not understand what happened, and it will hurt more especially if at their age they already understand about a separation. Children's mental health is increasingly shaken, even more if the separation occurs and one of them remarries. For example, the child is looked after by his mother, when his mother remarries, then the child will be very difficult to accept the presence of

a new father who is not his biological father. So it will have a negative impact on the social development of children in the community. It is also of course very closely related to the child's mind to understand things that happened to him in the family.

David Hume which is famous for the bundle of mind theory which stated that thoughts are a different bundle or set of perceptions, which alternate with each other at undefined speed, and are in constant change and movement. The mind is not a mental substance but merely a series of experiences that occur sequentially. The series of experiences forms a collection called the mind. The mind has several characteristics, namely: (a) Similarity of perception, (b) closeness of experience of time and place, (c) regularity between perceptions, and (d) memory (Alex Sobur, 2003).

In accordance with the previous explanation, in Islamic teachings it is also stated that children are born in a state of holiness (fitrah). Fitrah means children is born without sin and has a tendency to practice monotheism. Children are not equipped with the tendency to make God bound, but the environment that changes the nature deviates to become Jewish, Magi, or Christian. Because Islam considers the inheritance factor is important in its development, but environmental factors can hide these innate factors so that they do not develop as they should (Qureshi et al. 2020). Therefore, in the teachings of Islam it is recommended to choose a pair of believers over a couple who are rich, handsome or beautiful, as well as from descendants of respected people. *"Bi'ah"* or the environment in Islam really determines a person's development (Masganti Sit, 2015).

In discussing development, psychologists are always involved in debates determining the most dominant factors in the development process. The debates that always occur in the theory of development is between the congenital *(nature)* and the guidance *(nurture)*, continuity and discontinuity, as well as early and future experiences.

Congenital Factors (Nature) and Guidance (Nurture)
The innate factor initiated by followers of the theory of nativism who looked at children development according to their innate potential. The initiators of this theory included Schoupenhauer, Leibniz, Immanuel Kant, Chomsky, and Pinker. According to Leibniz "monad" which generally means ideas, humans have been brought since birth. Leibniz believes that there is a power that has made a "program" of all the actions that someone will do. From the word "monad" comes the term "monistic" a theory in the psychology of religion which states that religion originated from a need (R. Woolhouse and Francks R., 1997).

Kant said that humans were born in good condition. The source of goodness in human beings is not obtained from outside, but from within oneself which God has naturally given to humans. According to him moral actions are rooted in human freedom to do and those actions occur automatically in accordance with rational moral principles (Sebastian Gardner, 1999).

Noam Chomsky with the theory of Language Acquisition Device (LAD) stated that human language abilities are carried from birth. He explained that humans are equipped with a language instinct from birth which he always refers to as

"innate facility" (innate facilities). Chomsky stated that language ability is a special ability of humans, especially in the ability to produce language that is not possessed by other creatures (Bill Van Patten and Allesandro G. Benati, 2010).

Continuity and Continuity

Try to analyze how a child develops day by day. Maybe we still remember a newborn baby cannot lift his head, can still see with a certain distance, and cannot speak in mother tongue. But gradually the baby can lift his head, can see with a greater distance and focus, and can speak in the mother tongue or other languages learned. Development sometimes happens on an ongoing basis, but also sometimes happens to be unsustainable. Adherents of the nurture school always view development as a gradual and ongoing process. For example they say children who have been able to walk and have the opportunity to learn to walk will certainly be able to run as a consequence of their walking ability. Developments occur qualitatively continue to grow and develop. On the other hand, experts in the flow of nature always say that sometimes development is not continuous. They cited the development of caterpillars into butterflies. The caterpillars and butterflies are two names for different creatures. They say children who are kind and obedient turn into stubborn children when they are teenagers. Children who are initially only able to think concretely, but at a certain age are able to think abstractly. The development is qualitative and not always a continuation of the previous stage. In development, acceleration, leap or even setback may occur (Masganti Sit, 2015).

Early and Future Experiences

Some developmental psychologists strongly believed that early experiences greatly influence development. Those who succeed early in life will naturally experience good experiences in the future. This opinion is supported by many experts including Erik Erikson who states that emotional social experience at an early age will determine the emotional social development at the next age (Masganti Sit, 2015).

Various studies have been conducted to prove the contribution of experience at an early age to further development. For example research conducted by Mischel and Pattersons in 1976 in an investigation of patience training. In the investigation they asked preschoolers to do tedious work and there were clowns nearby who invited him to play. Trained children will say: "I will not see Mr. Clown when Mr. Clown asks me to see it." Trained children are more durable at doing the tedious work than untrained children (Jhon W. Santrock, *Child,* 2011). So it can be understood that children who get good parental education will have better defenses compared to children who live *in broken home* families.

Therefore, parents who have children who live in broken home families or who have separated must be responsible for the psychological development of their children. Parents must really mature to face this, do not appear ignorant attitude and blame each other and accuse each other who will be responsible.

As for the impact that arises from *Broken Home* families on children including Lazy to Worship, Missing the Love, Difficulty in Associating, Mental Depression, Hating Parents, Stubborn, Being Rude and Impolite, Often Alienation. Therefore, children who live in broken homes or who have

separated must be responsible for the psychological development of their children. As Fuad Ihsan said, the responsibilities of education by both parents included:

1. Take care and raise their children. This responsibility is a natural impulse to carry out, because children need to eat, drink and care, so that they can live sustainably.
2. Protect and guarantee the health of his child, both physically and spiritually from various diseases or environmental hazards that can endanger them.
3. Educate his child with various knowledge and skills that are useful for his life, so that when he grows up he is able to stand on his own and help others and carry out the function of his caliphate.
4. Making children happy for the world and the hereafter by giving them religious education according to Allah's guidance as the ultimate goal of Muslim life. This responsibility is also categorized as responsibility to Allah (http://m.kompasiana.com

In order to realize the parental responsibilities in children's education, the parents need to pursue it in various ways, including:

1. Parental awareness of educational responsibilities and fostering children continuously
2. Parents need to be equipped with educational theories or how to educate children.
3. Besides, parents need to also improve their knowledge and skills as first and foremost educators for their children, by continuously learning (http://m.kompasiana.com).

Even though parents have separated, but responsibility must still be given by parents, both directly and indirectly, among what parents can do, namely

Hiding Reality (Parents' Concerns)
Even parents fight to the extent of divorce; they have to hide it in front of their children. Be mature in addressing all family problems that occur. Parents must be kind and sweet in front of their children as if nothing happened in the family. This will eliminate the psychological impact on children

Keep Giving Love Directly or Indirectly
Even parents fight to the extent of divorce, so they must continue to provide affection directly or indirectly. If parents are at a separate level, communication to children still must be established. So the child does not feel ostracized.

Encourage the children to think positively
Najati stated (Najati, 2005) that the ability of thinking possessed by humans will assist him in studying and researching various events, drawing conclusions inductively, and making deductive conclusions. With the ability to think that God entrusts humans to carry out the mandate of the caliphate on earth. The purpose of thinking is to solve the problem at hand. Everything in this universe starts from the mind, becomes a possibility, becomes a goal, gives birth to an act, and becomes reality (Elfiky, 2012). Furthermore Wundt and James (in Walgito, 1986) say that it is important to study the thought process, because it is an important study as one of the ways humans make problem solving strategies

Abraham explained that thinking as an act of one's mind to produce thoughts. The thought produced can be positive or negative. Positive thinking is directed at problem solving behavior, whereas negative thinking is expressed in the form of reasons for failure to avoid problem solving behavior. People who think negatively will look pessimistic while people who think positively will look optimistic in their lives (Abraham, 2004).

Someone said to have positive thoughts can be seen from the personality and behavior and actions taken. Personality is something that is inherent in a human being. Personality is formed based on experiences experienced by someone, as well as habits that are often done. Then came the terms good personality (positive), and bad personality (negative). Good and bad is a measurement of one's personal judgment. It is this personality that makes the difference for every living human. Personality also makes a person unique because the personality of each person is not exactly the same between one human with another human being (Kartini Kartono, 2006).

In addition, the community needs to really understand the situation of children whose parents are separated or *broken home*. Do not bully the children whom in bad psychiatric conditions due to their family problems.

CONCLUSION

Children who do not get full attention and affection from parents due to divorced parents or *Broken Home* will experience psychological symptoms that are quite alarming. This situation will negatively affect children's psychological social development in the community. Children usually experience psychiatric pressure that is severe enough so that children often become closed, vengeful and hateful. Therefore parents who are separated must be truly responsible for overcoming this. Among the things that need to be done are *First,* Hiding the Reality (Problems of Parents), *Second*, Still Giving Direct or Indirect Love, *Third*, Encouraging the Children to Think Positively.

ACKNOWLEDGMENT

REFERENCES

Alex Sobur. (2003). *Psikologi Umum.* Bandung: Pustaka Setia.

Bill Van Patten dan Allesandro G.Benati. (2010). *Key Terms in Second Language Acquisition. Continuum.*

Jhon. Santrock, (2011). *Child Development, 13th edition.* New York: McGraw-Hill Companies.

Lexy J. Moeloeng. (2000). *Metodologi Penelitian Kualitatif.* PT. Remaja Rosdakarya: Bandung.

R Woolhouse dan Francks R., Leibniz's. (1997). *"New System" and associated contemporary texts.* Cambridge Univ. Press.

Saifuddin Azwar. (2005). *Metode Penelitian.* Yogyakarta: Pustaka Pelajar.

Sebastian Gardner. (1999). *Kant and the Critique of Pure Reason.* Routledge.

Yvonna S. Lincoln and Egon G. Guba. (1985). *Naturalistic Inquiry.* Beverly Hills, Calif: Sage Publications.

Kartini Kartono. (2006). *Teori Kepribadian.* Bandung, Mandar Maju.

Bimo Walgito. (1986). *Bimbingan dan penyuluhan di Sekolah* . Yogyakarta: Andi Offset.

Abraham, A. (2004). Membangun Kepribadian dengan Berpikir Positif. Surabaya : Diaglossia Media.

Najati, Muhammad Utsman. (2005). *Psikologi Nabi*. Bandung: Pustaka Hidayah.

http://m.kompasiana.com/post/edukasi/2011/09/01/inilah-penyebab-perceraian-tertinggi-di-indonesia/

Qureshi, Muhammad Imran, Nohman Khan, Syed Muhammad Ahmad Hassan Gillani, en Hamad Raza. 2020. "A systematic review of past decade of mobile learning: What we learned and where to go". International Journal of Interactive Mobile Technologies 14(6):67–81.