

## ABSTRAK

**Maqfirah Daud, 2024.** Analisis Perkembangan Sosial Emosional Anak Usia 5-6 Tahun Pada Keluarga *Broken Home* (Studi Kasus PAUD Telkom Ternate), pembimbing Umikalsum Arfa, S.Pd., M.Pd dan Dr. Rosita Wondal, S.Pd., M.Pd

Penelitian ini bertujuan untuk mengetahui perkembangan sosial emosional anak *broken home* pada kelompok B di PAUD Telkom kota Ternate. Metode penelitian kualitatif deskriptif. Subjek penelitian sebanyak 4 anak dan 2 guru. Teknik pengumpulan data yang dilakukan adalah observasi, wawancara dan dokumentasi. Teknik analisis data terdiri dari pengumpulan data, reduksi data, penyajian data dan menarik kesimpulan/verifikasi.

Berdasarkan hasil penelitian tentang Analisis Perkembangan Sosial Emosional Anak Usia 5-6 Tahun Pada Keluarga *Broken Home* (Studi Kasus PAUD Telkom Ternate) terkait dengan indikator 1) kesadaran diri, kurangnya rasa ingin tahu membuat anak belum memiliki sikap kurang berinteraksi dengan teman. Namun untuk mengatasi hal ini guru melakukan pendekatan yang penuh perhatian terhadap anak yang belum memiliki sikap berinteraksi dengan teman lainnya untuk menciptakan lingkungan yang aman dan mendukung dan memberi motivasi, dari 4 anak terdapat 1 anak belum memiliki sikap kurang berinteraksi dengan teman lainnya, 3 anak yang sudah menunjukkan sikap berinteraksi dengan baik, mengenali perasaan mereka sendiri mengatur emosi dan perilaku mereka. Indikator 2) rasa tanggung jawab untuk diri sendiri dan orang lain, perkembangan anak itu berbeda-beda, guru juga memiliki cara dalam menanamkan sikap berbagi dan rasa tanggung jawab, karena pembiasaan setiap guru dalam menanamkan sikap berbagi dan rasa tanggung jawab yang ada di ajarkan guru bisa membuat anak menerapkan sehari-hari, ada 4 anak terdapat 1 anak yang belum memiliki sikap tanggung jawab yang baik dengan orang lain. (anak belum mau berbagi mainan dengan teman lain, anak kurang bergaul dengan anak lain). Indikator 3) perilaku prososial, anak sudah dikenalkan untuk saling tolong menolong, berkerja sama, dapat membuat rasa empati yang tinggi, dari 4 anak 2 anak mengontrol emosi yang baik dan 2 anak sosialnya kurang baik. (Hal itu karena perkembangan anak itu berbeda-beda, guru juga harus mengajak anak memotivasi anak-anak dengan cara bercerita, menarik perhatian anak agar anak mau saat disampaikan guru). Indikator 4) faktor pendukung dan penghambat pengembangan aspek sosial emosional, Berdasarkan hasil observasi diatas faktor pendukung dan faktor penghambat dapat dilihat dari peran orang tua dan guru karena peran orang tua dan guru sangat penting bagi sosial emosional anak jadi pihak sekolah dan orang tua anak harus kerjasama guna mendukung perkembangan sosial emosional anak.

**Kata Kunci:** Keluarga, Broken Home, Sosial Emosional, Anak.

## ABSTRACT

**Maqfirah Daud, 2024.** *Analysis of the Social Emotional Development of Children Aged 5-6 Years in Broken Home Families (Case Study of PAUD Telkom Ternate), supervisor Umikalsum Arfa, S.Pd., M.Pd and Dr. Rosita Wondal, S.Pd., MPd*

*This research aims to determine the social emotional development of Broken Home children in group B at Telkom PAUD Ternate city. Descriptive qualitative research method. The research subjects were 4 children and 2 teachers. The data collection techniques used were observation, interviews and documentation. Data analysis techniques consist of data collection, data reduction, data presentation and drawing conclusions/verification.*

*Based on the results of research on the Analysis of Social Emotional Development of Children Aged 5-6 Years in Broken Home Families (Telkom Ternate PAUD Case Study) related to indicators 1) self-awareness, lack of curiosity makes children have an attitude of lacking interaction with friends. However, to overcome this, the teacher takes a caring approach towards children who do not yet have an attitude of interacting with other friends to create a safe, supportive and motivating environment. Of the 4 children, 1 child does not have an attitude of lacking interaction with other friends, 3 children who have demonstrated an attitude of interacting well, recognizing their own feelings, regulating their emotions and behavior. Indicator 2) a sense of responsibility for oneself and others, children's development is different, teachers also have ways of instilling an attitude of sharing and a sense of responsibility, because each teacher is empowered to instill an attitude of sharing and a sense of responsibility that is taught by the teacher can make children apply it every day, there are 4 children, there is 1 child who does not have a good attitude of responsibility towards other people. (children don't want to share toys with other friends, children don't socialize enough with other children). Indicator 3) prosocial behavior, children have been introduced to helping each other, working together, can create a high sense of empathy, of the 4 children, 2 children control their emotions well and 2 children's social skills are not good. (This is because children's development is different, teachers must also encourage children to motivate children by telling stories, attracting children's attention so that children will listen to what the teacher is telling them). Indicator 4) supporting and inhibiting factors for the development of social emotional aspects. Based on the observation results above, supporting and inhibiting factors can be seen from the role of parents and teachers because the roles of parents and teachers are very important for children's social emotions, so the school and the child's parents must work together. to support children's social emotional development.*

**Keywords:** *Family, Broken Home, Social Emotional, Children.*