

The Impacts of Self-Esteem Development on Children from a Broken Home Family

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Abstract-Early childhood education involved parents and teachers to design a better and conducive learning process. The intensive attention of parents and teachers can develop the self-esteem of a child. Self-Esteem is an emotional evaluation that includes the aspect of feeling of a child about his situation/condition. A broken home child is a who receive less attention and love from their parents that cause a lack of confidence, frustration, selfish and misbehave. To avoid that, the role of parents very important in developing the self-esteem of a child. Especially the broken home child so, the learning process can run smoothly and can develop their confidence. This research was conducted as a non-experimental study using comparative study methods. The results showed that the involvement of parents in the school can develop children's self-esteem. Furthermore, The development of self-esteem influences a person's behavior which will later influence his existence in social life. Self-esteem is not formed solely from the innate but is influenced by the environment or the system outside the self, such as not intact the love of the parents caused separation between the two parents called Broken home so it is appropriate for self-esteem part of self-development in school through parental involvement.

Keywords: Involvement of parents, Self-esteem, Broken home

I. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by society, nation and state. Education as a totality or a unit consists of components that can not be separated from each other and relate functionally in order to achieve goals. The path of education is a vehicle through which students develop self-portfolios in an educational process that is suitable for educational purposes. The level of education is the stage of education that is determined based on the level of development of students, goals to be achieved and capabilities that will be developed. The type of education is a group based on the specificity of the educational goals of an educational unit. In the Sisdiknas Law No. 20 of 2003 article 13 states that formal, non-formal, and informal education channels that can complement and enrich each other and be held. Meanwhile, early childhood education is a coaching effort aimed at children from birth to the age of six years of age which is carried out through educational stimuli to help physical and spiritual growth so that children have the readiness to enter further education according to Helmawati (2016: 172).

Early childhood is one of the basic capital that is very valuable for producing quality human resources. Children are the next generation of the nation, it is they who will later build the Indonesian nation to become advanced and not be left behind by other countries. Therefore educators need to understand how education should be given to children so that children are able to live according to their life needs and be able to face the development of education today.

In addition to teachers in schools, parents are educators who have very much influence on early childhood education because children tend to imitate everything their parents do. This proves that family education has an important role in child development. The role of the family in guarding the growth and development of children through the process of child education is considered very important, so the Ministry of Education and Culture issued Minister of Education Regulation Number 30 of 2017 concerning Family involvement in Education Implementation which aims to establish family partnerships, educational units, and communities to develop educational ecosystem that requires character and culture of student achievement (Permendikbud 2017)

Three places of education that can shape children become whole people are family, school, and society. Family is the starting point of child development. If for some reason there is a conflict in the family that is not intact, a family of children becomes a victim of the problem both in education at school and in the

community. For this reason wholeness in a family makes the main pillar for the development of children's education.

The family needs to guide the child to master various abilities in his life so that the child is able to gain success in his life, one ability is self-control/self-esteem. When parents are able to give attention and affection, the child's self-esteem will develop well, children who have healthy *self-esteem* will enjoy interacting with other children they feel comfortable and like activities together. Conversely, children with low self-esteem consider challenges as a source of fear and frustration.

In fact, today many parents are unable to create good education for their children because many factors influence one of them, which is due to the incomplete family separation between the two parents or what is called Broken home. According to Helmawati (2014). The facts that occur can be seen from the divorce level in Indonesia which increased four to ten times, (Republika, 29 January 2019). Religious Court in Padang, West Sumatra handled 1,823 cases of divorce along In 2017. And the number increased compared to last year.

In this study so that the ones studied and examined do not expand and focus, then the boundaries of the object problems to be studied include the factors that influence the development of *Broken home self-esteem*, the influence of *Broken home* on the development of children's self-esteem, and the importance of school programs involving parents in the development of children's self-esteem. The sub-focus of the problems to be examined are aspects of the involvement of parents in schools in the development of children's *Self-esteem*, as well as the involvement of parents of child victims *Broken home*.

1. Is there any influence on the involvement of parents in the development of self-esteem of children who are the victims of Broken home?
2. Is there any influence on the involvement of parents in the development of self-esteem for children who are not victims of Broken home?
3. Are there differences in the self-esteem of children who are victims of Broken home and not victims of a Broken home after being treated by parents in school?
4. Is there an interaction of the influence of the involvement of parents in the development of victims' child esteem Broken home?

II. LITERATURE REVIEW

2.1 Early Childhood Education

Early Childhood Education (PAUD) is a level of education prior to elementary education which is a coaching effort aimed at children from birth to the age of six years which is carried out through providing educational stimuli to help growth and physical and spiritual development and readiness to enter education more further organized on formal, non-formal and informal channels.

Early childhood is a period of humanity that is unique that needs to be noticed by adults, unique early childhood in their potential and service so that every potential can be the foundation in following the next stage of development. Early age is an age that is very important for planting moral values, culture and other values (Rakimahwati, 2012). Early age is also called the golden age where this is where all aspects of development grow and develop rapidly so for both parents and schools should provide and create education that is in accordance with the stages of child development so that child development in accordance with the stage of development.

2.2 Effect of Parent Engagement

Meredith, & Cuskelly in Edy (2018) states that the process of parental involvement in schools has a variety of positive impacts on children at every level of education and research results that prove that the impact of parental involvement on school children's learning achievement applies at every level of education, starting from early childhood education to higher education. According to Yus (cited in Risti: 2015) Early Childhood Education Program that is able to design learning activities involving children and parents will make learning activities more meaningful and will have a positive impact. Early childhood programs recognize the importance of involving families in the education and development of their children. Many pre-schools, Head Star, playgroups, children's education centers, pre-kindergartens, kindergartens have tried to bring parents and other family members closer to their children's school programs. With activities to schedule parent visits, parent meetings. One of the most accurate predictors of achievement in school is not family income or parental education level, but the rate at which parents believe they can be an important source of education in their children and are involved in the Dintale school in (Beaty, J 2013).

2.3 Definition of Self-esteem

Speaking of self-esteem, almost all psychologists believe that it affects a person's behavior which will influence his presence in the social environment. Self-esteem is a feeling about yourself, and behavior that expressly describes these feelings. Self-esteem is not formed solely from innate factors but also

influenced by the environment or the system outside of self, self-esteem itself is one of the factors that influence social skills. So it is appropriate for self-esteem to be part of children's self-development in school. Another opinion from Judit Worell and Carol D. Goodheart "Self-esteem is a personal evaluation or attitude toward themselves. The general definition of self-esteem view as the values and received her *self-esteem* is a personal evaluation or attitude towards oneself. Most general definitions of *self-esteem* see it as the degree to which an individual likes values and accepts himself.

2.4 Definition of Broken Home

Broken home is the lack of attention from the family or lack of love from parents so that makes the mentality of a child becomes frustrated, brutal and difficult to manage. According to Matinka in Sari's research (2014) "*Broken home* is a term used to describe a family atmosphere that is not harmonious and does not occur with the condition of a harmonious and prosperous family that causes conflict and division within the family".

Hawari in Helmawati (2016) stated about five things about handling or criteria towards healthy and happy family relationships, namely: 1) the creation of religious life in the family; 2) availability of time to be with family; 3) triangle interaction (father, mother, child); 4) mutual respect between father, mother, and child; 5) if the family experiences a crisis, the main priority is the family.

Broken home does not only happen to families who are divorced but can happen to whole families but cannot find a match with each other so that it ends in a fight. The impact of this problem must be children, children who come from broken home families are prone to fall into things that are not good.

III. METHODOLOGY

This research was conducted as a non-experimental study using comparative study methods. Comparative research is a comparative study, where the variable is still the same as the independent variable but the sample is more than one or in a different time. Comparative studies are analyzing to find and find similarities and differences in phenomena. The design used in this study with a 2x2 factorial design has two independent variables and one dependent variable. The independent variable consists of the involvement of high parents (A1) involving low parents (A2). The moderator variable consists of *Broken home* (B1) and child not Broken home (B2). And variables are bound to the development of *self-esteem*, with the following design:

Table 1. Factorial Design
Shows Experiment Design with Factorial Design 2x2.

| Parent involvement | Parental involvement Height (A1) | Low parental involvement Low (A2) |
|--|----------------------------------|-----------------------------------|
| A child, who is a victim of a broken-home (B1) | A1B1 | A2B1 |
| A child, who is not victim broken-home (B2) | A1B2 | A2B2 |

The population in this study were students of kindergarten in Koto Tengah District in the academic year 2018/2019. The affordable population in this study was kindergarten in Koto Tengah District, Padang City.

IV. DISCUSSION

The process of involving parents at school has a positive impact on children, involving parents is an active process and initiatives that arise from parents as a real activity if parents have the will. Early childhood education programs that are able to design learning activities that involve parents will make learning activities meaningful with the collaboration of teachers and parents can give full attention to the development of children's *self-esteem*. *Self-esteem* is a person's self-acceptance and is an emotional evaluation that includes aspects of the child's feelings about his condition. *Broken home* victim's child is a lack of attention from the family or a lack of love from parents so that the mentality of a child becomes frustrated, brutal and unruly. For this reason, the role of parental involvement in the development of *Broken*

home victims' child esteem is very important in the learning process of children in school for the achievement of student development and learning goals well.

V. CONCLUSION

With the involvement of parents in the school can develop children's *self-esteem* later, The development of *self-esteem* influences a person's behavior which will later influence his existence in social life. *Self-esteem* is not formed solely from the innate but is influenced by the environment or the system outside the self, such as not intact the love of the parents caused separation between the two parents called *Broken home* so it is appropriate for *Self-esteem* part of self-development in school through parental involvement.

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