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Socio-emotional Development in Children with Physical Impairment

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³**ABSTRACT**--- This study aims to provide an overview of the socio-emotional development of children with physical impairment and the factors that influence the socio-emotional development of children with physical impairment. This study used qualitative case studies with 3 subjects aged 6-14 years old with physical impairment at SDLB Al-Chusnaini Sukodono and 5 significant others. Data collection methods used are interviews that are equipped with interview guidelines and observations. Data analyzed using Miles and Huberman qualitative data analysis which include data reduction, data display, and data verification. The results of this study indicate that among the three subjects, two subjects showed that they had socio-emotional development in accordance with their age and one subject who had socio-emotional development that was not in accordance with his age. Factors that influence socio-emotional development in each subject include pleasant environmental factors, family environmental factors, environmental factors that provide stimulation, emotional satisfaction factors, responsibility burden factors, as well as methods of educating children, and application of religious values

Keywords--- Socio-emotional Development, Children with Physical Impairment

I. INTRODUCTION

In middle and late childhood, children's social and emotional lives experience many changes (Santrock, 2012). They experience a transformation in dealing with parents and peers. These social demands can certainly be met easily by every child if they have perfect physical condition. But the physical condition of each child is certainly different. One of them is a child with physical impairment. Children with physical impairment are children with impaired forms or obstacles to their physical condition. Disorders and obstacles are found in the bones, muscles, and joints. Children with physical impairment will eventually experience obstacles in their activities. These physical conditions reduce the normal capacity of children to carry out daily activities (Somantri, 2012). Physical differences in children with physical impairment and children of his age who have perfect physical conditions often cause problems in fulfilling the child's socio-emotional development tasks.

Socio-emotional development in children is a form of interaction patterns of children with others like peers and adults around them. Socio-emotional development in children refers to the child's ability to understand themselves, manage and control their emotions, and the ability to develop morals. In middle and late childhood, socio-emotional development in children is indicated by changes in relations with parents and peers. Even though it isn't completely loose, the time spent with parents will get shorter. There will be a coregulation process between children and parents in solving problems. On the other hand, social relations with peers will be more extensive such as through academic life at school (Santrock, 2012).

Socio-emotional development that is appropriate for his age in middle and late childhood can be characterized by interactions and social relationships that begin to expand, calmer emotions, there is a desire to become a group member, and a better understanding of prosocial behavior. While socio-emotional development that is not appropriate with their age in middle and late childhood can be characterized by self-withdrawing from the social environment, emotions that are less stable so easily overflowing, lack of desire to become a group member, and the existence of egocentrism (Soetjningsih, 2004).

Different physical conditions in children with physical impairment affect the way they adapt to the environment. Several approaches have been done to improve the ability of children with physical impairment to regulate emotions. It shows that their ability to regulate emotions is still not as good as other children their age (Haryadi & Fardah, 2015). Poor body image is also shared by children with physical impairment, especially for those who are in their teens (Dewi & Wideasavitri, 2017). This condition tends to make children with physical impairment easily feel indifferent, ashamed, inferior, sensitive, and sometimes shows a selfish attitude (Safitra, Nursalam, & Praba, 2015). Meeting emotional and social needs that tend to be difficult to meet will hamper socio-emotional development in children with physical impairment.

In some cases, different physical conditions do not have a significant effect on children with physical impairment. Children with physical impairment also have happy feelings even though they have physical imperfections (Nurvia, 2016). Children with physical impairment are also known to have good self-acceptance for the condition of imperfections in their bodies. Self-acceptance will eventually form a positive self-concept (Laora, 2016).

Socio-emotional development in children is influenced by several factors. Hurlock identifies driving factors and inhibiting factors in socio-emotional development in children. Factors that encourage socio-emotional development in children are: 1) Enjoyable environment 2) Satisfaction of emotions 3) Burden of responsibility 4) Family environment 5) Methods of educating children 6) Environment that gives stimulation. Then factors that inhibit socio-emotional development in children are: 1) Malnutrition which causes in low energy and strength 2) Disability that interferes with child development 3) Lack of learning opportunities 4) Lack of guidance for learning 5) Fear and inferior to be different from his friend (Hurlock, 1999).

The description above provides an overview of the socio-emotional development in children with physical impairment. Some children will show positive socio-emotional development like development that suitable to their age. Some other children show socio-emotional development that is less appropriate for their age. Therefore, this study tries to describe the socio-emotional development in children with physical impairment and the factors that influence it.

Children with Physical Impairment

Children with physical impairment are children within age 2-14 years. These children experience decreased bodily function as a result of disorders of the bones, muscles, and joints, so they are unable to carry out their bodily functions as normal. It is caused by several things like illness, accidents, or innate nature.

II. SOCIO-EMOTIONAL DEVELOPMENT

Emotional development in childhood cannot be separated from the interaction of children with other people around them because emotions can be understood as a way of communicating with others. In late childhood, important changes occur in the child's emotional development. At this time, children become more reflective in their emotional lives like better understanding their feelings and integrating them with personal responsibility. Their emotional development also becomes more strategic, by being more able to consider the causal effects of emotions in a particular situation. In addition, they are also better in showing empathy and higher emotional understanding in their social interactions (Santrock, 2012).

The aspects of socio-emotional development consist of social elements in play, developing industries and initiatives, feelings about themselves, peer relationships, social conflicts, prosocial behavior, children's fears, and gender understanding. While the factors that influence socio-emotional development are initial development, emotional satisfaction, responsibility burden, family environment, methods of educating children, environment that provides stimulation (Hurlock, 1999; Izzaty et al., 2008).

III. METHODOLOGY

The research method used in achieving research objectives is a qualitative method with a case study model. The case study model aims to describe the context and occurrence of a case using various data collection tools (Hanurawan, 2016). Data collection techniques used were observation and interview. The observation used by researcher is passive participant observation, using anecdotal record made based on socio-emotional aspects and factors of development. While the interviews were conducted in depth with the semi-structured interview method to the research subjects with guidelines that have been made based on aspects and socio-emotional development factors. Analysis of the data used is the analysis of qualitative data according to Miles and Huberman through data reduction, data presentation, and verification to conclude (Sugiyono, 2015).

The subjects in this study were 3 children with physical impairment determined by using purposive sampling techniques with characteristics: 1) Individuals aged 6-14 years old. 2) Individuals with physical impairment from birth. 3) Having both orthopedic and neural impairment 4) Currently studying at SDLB Al-Chusnaini Sukodono

IV. RESULTS

The result shows that socio-emotional development in children with physical impairment in SDLB Al-Chusnaini had some differences. The three study subjects show developments that suitable with their age in several aspects. These aspects are prosocial behavior, gender understanding, and developing industries and initiatives. All three subjects are equally able to interact with peers and with more mature people around them. They already understand their desires regarding the game; also recognize the characteristics of the game that suitable with the gender.

In the aspect of social conflict, the three subjects have not shown suitable developments with their age. They are still not able to manage emotions and less skill to control them. When conflicts occur during play, expressions of negative emotions still dominate more, such as anger or sadness. Finally, the conflicts that occur cannot be

resolved properly. In situations that are considered to cause fear, subject 1 and subject 2 have not been able to understand how to overcome them. While subject 3 is able to understand shame and understand how to control it. Subject 3 assumes that there is no need to be ashamed of the physical condition that he has.

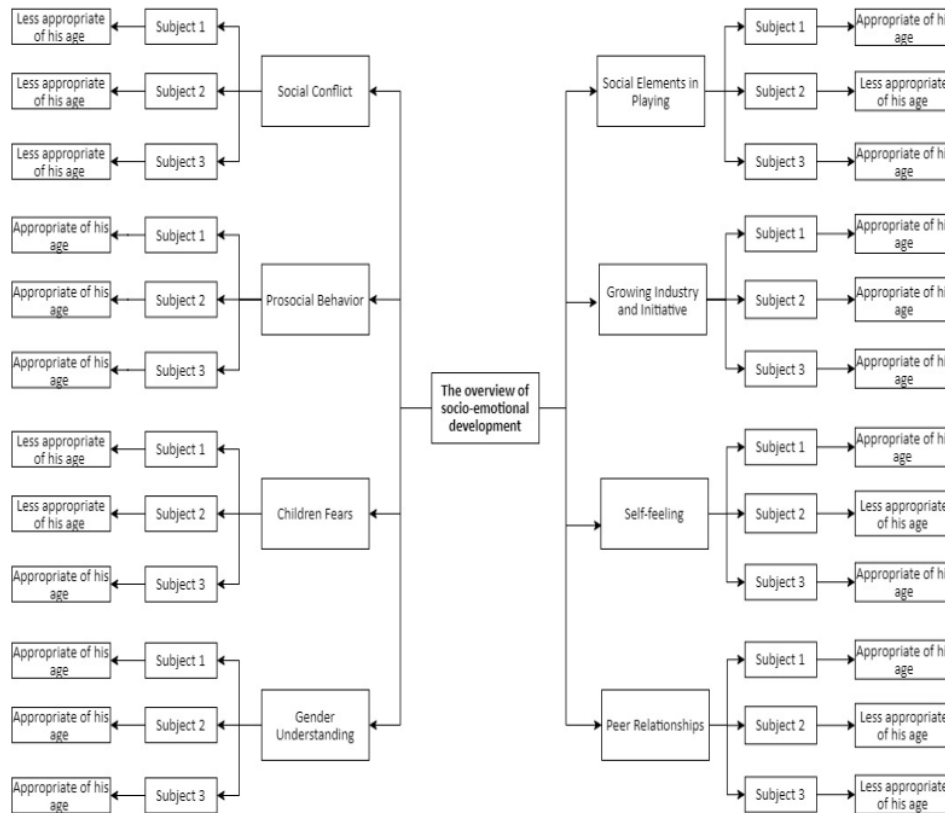


Figure 1: Aspects of Socio-emotional Development in Children with Physical Impairment

In the aspect of social elements playing in children, subjects 1 and subject 3 show that they have been able to fulfill these elements. But subject 2 has not been able yet. When playing, subject 2 has not been able to build social relationships that might arise, such as sharing with peers. He is also unable to understand his own feelings. He could not identify and convey feelings that arise to others, such as at this time he is feeling sad or happy when playing with friends. Therefore, subject 2 is less skilled in establishing relationships with peers. While subject 1 is able to establish relationships with peers and subject 3 prefers to establish relationships with other adults.

The socio-emotional development which is relatively different in the three subjects is inseparable from the differences in the influencing factors. Socio-emotional development in subject 2 is relatively not appropriate with their age, it can be seen from many factors that are less supportive. Meanwhile, subject 3 who has socio-emotional development that is appropriate to his age turned out to have factors that supported his socio-emotional development.

Table 1: Factors that Influence the Socio-emotional Development of Children with Physical Impairment

| No | Socio-emotional Development Factors | Subject 1 | Subject 2 | Subject 3 |
|----|---|-----------|-----------|-----------|
| 1 | Enjoyable Environment | + | - | + |
| 2 | Emotional Satisfaction | - | - | + |
| 3 | Responsibility Burden | - | - | - |
| 4 | Family Environment | + | - | + |
| 5 | Method of Educating Children | + | - | + |
| 6 | Environment that Provides Stimulation | + | - | + |
| 7 | Application of the Religious Value in Applying Childcare Patterns | - | - | + |

In the factors that influence the socio-emotional development of children in this research, it was found that all factors appear in all three subjects. However, not all factors support optimal socio-emotional development of children. In subject 2, the factors do not support the child's socio-emotional development. Thus, the socio-emotional development of the subject is not suitable with their age.

In subject 1, there are more factors that support a child's socio-emotional development. It supports the findings in Figure 1 which illustrates that subject 1 still has obstacles in social interaction. While in subject 3, almost all factors support the socio-emotional development of children. The new finding in this research is that there is one other factor that supports socio-emotional development in children, namely the application of the religious value in applying childcare patterns.

Socio-emotional development is the learning process of individuals in adjusting themselves through feelings that arise when interacting with people around them. Socio-emotional development in children can be understood through forms of socio-emotional development and factors that influence the development. The forms of socio-emotional development in children with Physical impairment are illustrated in table 1.

It should be noted that the importance of socio-emotional development in accordance with their age in childhood is so that they are able to build good interactions with their social environment (Susiaty, Dantes, & Tika, 2013). Socio-emotional development according to his age in middle and late childhood is characterized by the formation of broad relations and social relations, calmer emotions, and the desire to become a group member, as well as a better understanding of prosocial behavior (Soetjiningsih, 2004). It can be seen in Subject 1 who is able to build relationships with peers both at home and school. While in subject 3 who was able to reduce his emotions, when disturbed by others the subject was not angry or hit the person, besides that subject 3 also had high self-confidence despite dealing with new people.

It shows that although Subject 1 and Subject 3 are individuals with physical impairment, both subjects still have positive socio-emotional development as well as socio-emotional development in normal children. The factors that influence positive socio-emotional development in Subject 1 and Subject 3 are the presence of pleasant social environmental factors, seen from the feelings of pleasure felt by the subjects when at home or at school, this is because parents and friends of subjects who always accompany and play with them. The ability of subjects to interact with normal children around them, as well as families who always provide support to the subjects. (Suyadi,

2010) explains that a pleasant community and family environment will encourage children to develop a tendency to be more open and oriented to others which leads to better self-adjustment and social adjustment.

Environmental factors that provide positive stimulation, where the community environment can accept the conditions of Subject 1 and Subject 3 with all the deficiencies. Environmental acceptance occurs because of the efforts of parents to always involve the subject in social interactions. Family environment factors, all family members of subjects who can accept the disabilities of the subject and always provide support to the subject and always meet all the needs of the subject.

The method factor for educating children can be seen from the significant other statements of the two subjects stating that parents always accompany and meet the needs of the subject and never limit the subject's will. Children who are raised by parents democratically will lead to better social adjustment (Suyadi & Ulfa, 2013). In addition, the application of religious values to parent-child interactions also contributes to socio-emotional development, as found in subject 3. Parents emphasize that their children do not need to feel ashamed of their physical condition and should be ashamed if doing sins such as stealing, fighting parents, or hurting others.

The socio-emotional development of children due to the factor of religiosity in the parenting patterns of children is more caused by religiosity which is a unique and positive personal resource supporting the improvement of the quality of family relationships in a positive direction (Spilman, Neppl, Donnellan, & Conger, 2014). The previous research found that parents' beliefs about religious values (Islam) also influence the meaning of parents towards children and it will affect patterns of care for children (Affandi & Habibah, 2016). The religiosity of parents, especially mothers is a strong predictor of safe attachment between parents and children, this is because mothers who have high levels of religiosity will minimize conflicts in the family related to children and reduce stress experienced by mothers and also minimize adjustment problems against children (Goeke-morey, Cairns, Merrilees, Schermerhorn, & Cummings, 2016).

In addition there are socio-emotional developments that are appropriate for his age, there are also socio-emotional developments that are less appropriate for his age in middle and late childhood. One reason for the rise of socio-emotional development that is not in accordance with their age is due to physical differences experienced by children such as the children with physical impairment. The differences in physical conditions in children with physical impairment often cause them to self-withdraw from the environment, become less sociable and easily provoked emotions in dealing with a problem. Besides that, one of the factors that inhibit a child's development is a body disability experienced by the child (Suyadi & Ulfa, 2013).

Socio-emotional development that is not appropriate with their age in middle and late childhood is characterized by a child who self-withdraws from the social environment, emotions that are less stable and easily overflowing, lack of desire to be a member of the group, and having egocentrism (Soetjingsih, 2004). It can be seen in subject 2 who are less able to build relationships with peers in his home environment, feel ashamed of himself and feel embarrassed when dealing with new people, easily angry and beat people when they feel disturbed.

Children with socio-emotional development that is not appropriate with their age as children with physical impairment tend to experience anxiety because fear that will not accepted by the environment and the fact that they are different because of the limitations that they have (Somantri, 2012). In addition, according to Aqila (Safitra et al., 2015) also explained that children with physical impairment tend to feel indifferent, shy, inferior, sensitive, and often selfish.

The factors that influence negative socio-emotional development in subject 2 are environmental factors that are less enjoyable, seen from the feelings of the subjects who are not happy when at home because the subjects are less able to interact with peers in their home environment. Emotional satisfaction factor, where environmental rejection from peers received by the subject causes the subject's emotional condition to be unstable such as easy to cry, anger and even hitting people when they get disturbed.

The factor of excessive responsibility, where the subject is often ruled by others and it causes the subject to have a tendency to order or delegate responsibility to others. Children who are often given responsibility will potentially have the tendency to develop the habit of ordering others throughout their lives (Suyadi & Ulfa, 2013).

Family environmental factors have a considerable influence on the child's socio-emotional development. Subjects 1 and 3 show a positive family environment that is acceptance of the subject and support that is always given to the subject, helping to form socio-emotional development that is appropriate to their age. This is suitable with the results of previous study which explains that families who love children will teach children to love others (Vinayastri, 2015).

In addition, the family acts as a social system that shapes the character and morals of a child (Agustin, Suarmini, & Prabowo, 2015). Parents help children to improve their interactions with peers and others. Parents teach children to choose a good way with whom children can communicate and behave, this can be given by the family when parents spend their time with children and provide facilities or provide a place for children to play (Hulukati, 2015). This is in accordance with the parents of subjects 1 and 3 who help the subject to know their social environment, by being allowed to peers around environment.

Conversely, rejection received by children from family members or the social environment can cause interference with the child's development (Suyadi, 2010). It can be seen in subject 2, where the lack of communication between subjects with female parent and family conditions that are less socially related to the environment around them affects the socio-emotional development of the subject, so that causes irritability and crying in facing the social conflict, the subject is not able to build interactions with peers in his home environment and cause feeling of inferiority to themselves

V. CONCLUSION

There are two forms of socio-emotional development in children with physical impairment in SDLB Al-Chusnaini Sukodono. First, socio-emotional development according to his age which is characterized by the ability to understand himself be able to build interactions with peers, control emotions in dealing with social conflicts, understanding social behavior, and understanding activities according to gender. Secondly, socio-emotional development that is less appropriate for his age is characterized by individuals who are less able to build interactions with peers, feelings of inferiority, shame, emotional overflowing, and sensitive.

The factors that influence socio-emotional development in children with physical impairment in SDLB Al-Chusnaini Sukodono include a pleasant environment, an environment that provides stimulation, emotional satisfaction, responsibility burden, family environment and methods of educating children. In addition there is one factor that inhibits socio-emotional development is the condition of bodily disabilities in children. The application

of religious values in educating children also influences socio-emotional development in children with physical impairment.

The results showed that a good and warm parent-child relationship can encourage the development of children in accordance with their age. Parents who apply religious values in the care process can encourage the development of positive self-concepts in children, especially in children with different needs. However, this still needs to be proven in subsequent studies.

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