

Pattern of Parents Foster Care Against the Social Emotional Development of ADHD Children

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Abstract—Preschoolers are a critical age in the lives of children. in children's education, what parents instill in children who shape the children's personality. The ADHD is a condition known as Attention Deficit Hyperactivity Disorder where students facing problem hard to focus. This research was carried out in one kindergarten X with student name "GF" being the subject of research. This study aimed to describe parenting patterns have an impact on the social emotional development of ADHD children. This research uses descriptive qualitative method using interview and observation guidelines. Based on the results of research conducted at elementary school X, it is not only genetic factors that cause ADHD children, but parenting parents have a profound impact on the social emotional development of ADHD children.

Keywords—early childhood, ADHD, attention deficit hyperactivity disorder.

I. INTRODUCTION

Humans will experience four stages after birth, namely toddlers, children, adolescents, and the elderly. 4 to stage the age of early early is a period where a person's growth and development occurs rapidly (within the age range 0-6 years) and requires monitoring of growth and development can proceed without a hitch. But not all will run smoothly because in every phase there is always a risk. One of them is Attention Deficit Hyperactivity Disorder (ADHD). Therefore, insight is needed for parents as the main monitor to be able to handle if the possibility of ADHD occurs because sometimes parents misunderstand late development is a natural thing without knowing whether there is a specific cause. Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder in increasing children's motor activity, causing unusual and tend to be excessive child activity [1]. ADHD (Attention-Deficit / Hyperactivity Disorder) It can also be interpreted as a behavioral disorder in children in the form of inattention with impulsivity (impulsivity) and hyperactivity (too active), [2]. ADHD children show a variety of complaints: feeling anxious, unable to be silent, unable to sit still and always leave a permanent state like sitting or standing. Some other symptoms that often look like hiding, excessive activity and likes to make a scene. ADHD has the characteristic of having continuous impulsive disorders and/or a pattern of hyperactive disorders that affect a person's development [1]. This can cause problems in everyday life such as not being able to control yourself, so that it tends to keep moving so that it is difficult for someone to do activities calmly. In the

Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

The cause of someone who has ADHD is not known with certainty. According to the old theory, the cause of someone experiencing ADHD, among others, due to poisoning, complications during childbirth, sugar allergy and some food, and brain damage. In addition, from several studies, genes are also one of the factors that play a major role [3].

In addition to Durand & Barlow's in [4] opinion that ADHD is also caused by environmental factors, the relationship between environmental factors is very t era with physical conditions of ADHD children, so it often overlaps. Some environmental factors that trigger ADHD are: treatment patterns that are at risk for ADHD symptoms, such as smoker's mother so that children suck poison, children consume too much food containing addictive substances, such as flavoring, coloring, and preservatives. In addition, psychologically and socially, care for the environment of children with ADHD, such as negative environmental responses and labeling bad children to them. The number of causes of ADHD children is the child's own bad behavior because parenting patterns themselves can have an impact on the social emotional development of ADHD children. As is known, ADHD children have a disruption in their social emotional development, but with care from parents and the wrong environment can cause emotional social development that experiences ADHD child disorders, this is supported by research. Some research results also show that parenting affects social characteristics. children's emotional ADHD (Attention-Deficit / Hyperactivity Disorder) which reinforced by research conducted by Fewell *et al.*, in [5] which states that parental attention plays a very important role in the development of children. Lack of attention given to a child's family that can cause a child to become ADHD, because parents are slow to know the symptoms and one of the most effective ways to do for children with ADHD is family support when they deal with behavior that causes anxiety. And also some environmental changes can be made that can impact and direct behavior in a more productive way. The same results are also found in [6] article which states that care and care for people affects children with ADHD problems as well as environmental factors that affect children's development. In line with the results of research from Jones, *et al.*, [7] Parenting parents play an important role for ADHD problems and also about environmental factors such as teachers of school children.

From the explanation above, this paper examines parenting patterns on the emotional and social development of ADHD children by describing how parenting parents have ADHD children and their impact on children's social emotional development that can be seen from their daily behavior in school.

The rest of this paper is organized as follow: Section II describes the rudimentary of attention-deficit/hyperactivity disorder. Section III presents the data and proposed method. Section IV presents obtained results and following by discussion. Finally, Section V concludes this work.

II. ADHD (ATTENTION-DEFICIT/HYPERACTIVITY DISORDER)

This section presents the notion of ADHD (attention-deficit/hyperactivity disorder).

A. Type of ADHD

The type of ADHD is less attention, impulsive, and hyperactive. The following symptoms of children suffering from ADHD by type, according to [2]:

a) *Symptoms of lack of attention or lack of attention can be described as follows:*

- Often fail to give clear attention or make uncontrolled mistakes such as at home, school and others.
- Often have difficulty maintaining attention/ concentration in accepting assignments or playing activities.
- Looks not to listen when other people speak directly.
- It is often difficult to organize tasks and activities.
- Avoiding often, not happy.

b) *Symptoms of hyperactivity can be seen from the child's attitude as follows:*

- Frequently moving your fingers and toes when eating and more.
- Running frequently, climbing in inappropriate situations.
- Difficulty doing recreational activities calmly.

c) *In this impulsive symptom, the following parameters can be seen:*

- Speak often without thinking, answering questions before the question is complete.
- It's hard to wait for your turn or queue.
- Often interferes with another people's talk.

B. Causes of ADHD

The cause of someone who has ADHD is not known with certainty. According to the old theory, the cause of someone experiencing ADHD, among others, due to poisoning, complications during childbirth, sugar allergy and some food, and brain damage. In addition, from several studies, genes are also one of the factors that play a major role [3]. In line with the above opinion according to Baihaqi and Sugiarmin in [8] The exact cause of ADHD is not known with certainty, but the researchers focused the object of their research on brain performance and development. In addition, there are three factors that are considered to affect ADHD conditions, namely:

- Genetic / hereditary factors Most people with ADHD get this condition from their parents. ADHD has a large tendency to occur in families / offspring.
- Chemical imbalance Experts believe that chemical imbalances in the brain (neurotransmitters) are factors that influence the development of ADHD symptoms.
- Brain performance in children with ADHD, it was found that areas of the brain that controlled attention seemed less active, compared to other children without ADHD.

In addition to Durand & Barlow's in [4] opinion that ADHD is also caused by environmental factors the relationship between environmental factors is very t era with the physical condition of ADHD children, so it often overlaps. Some environmental factors that trigger ADHD are treatment patterns that are at risk for ADHD symptoms, such as smoker's mother so that children suck poison, children consume too much food containing addictive substances, such as flavoring, coloring, and preservatives. In addition, psychologically and socially, care for the environment of children with ADHD, such as negative environmental responses and labeling bad children to them. The number of causes of ADHD children is the child's own bad behavior because parenting patterns themselves can have an impact on the social emotional development of ADHD children.

C. ADHD childcare patterns

The number of ADHD children who do not get proper care and proper care from their parents make the condition of ADHD children poor so that it can have an impact on the child's development. Knowing what treatments are good for children and the right treatment for children with ADHD can improve the situation experienced by ADHD children. Childcare patterns according to Hurlock in [9] consist of authoritarian parenting, democratic parenting, and permissive parenting:

- Authoritarian Parenting Authoritarian Parenting is a treatment characterized by caring for their children with strict rules, often forcing children to behave like them (parents), the freedom to act on their own behalf is limited
- Democratic parenting can also be called authoritative parenting is a parenting pattern that is characterized by the recognition of parents of their children's abilities and then the child is given the opportunity not to always depend on parents.
- This permissive parenting is parenting the way parenting freely, children are considered adults or young, he is given the possibility of measuring what is desired. Parental control of children is very weak or provides guidance to children.

The parenting patterns properly implemented by parents will stimulate children's development well. According to Santrock in [10], so democratic or authoritative parenting is one of the best parenting patterns which is a combination of demands and possible or possible (responsiveness) and has a good influence on child development. The outpouring of compassion and attention of parents is also very important for the development of children. It is necessary to spend enough time for treatment. The picture shows that the intensity of parenting will not be achieved without enough time (quantity of care). Hence, that the need for

improvement in the care of parents so that this can make the development of ADHD children can run optimally. This research is to see whether parenting has an impact on the emotional social development of ADHD children

D. The Impact of Parenting on the Social Emotional Development of ADHD Children

The behavior of ADHD children is very confusing and very contradictory. Behavior (uncontrolled) and disorganization is a major source of stress for children, parents, siblings, teachers and classmates. Usually, harder efforts and tighter rules do not help because most ADHD children have tried hard. They want to do it well, but they are always hampered by weak self-control. As a result, they feel nauseous, confused, and sad because they cannot concentrate. They become wet often, throw things away, or even hit because they fail to complete work and activities at school and home. In addition to Durand & Barlow's [4] opinion that ADHD is also caused by environmental factors, the relationship between environmental factors is very good with the physical condition of ADHD children, so it often overlaps. Some environmental factors that trigger ADHD are treatment patterns that are at risk for ADHD symptoms, such as smoker's mother so that children suck poison, children consume too much food containing addictive substances, such as flavoring, coloring, and preservatives. In addition, psychologically and socially, care for the environment of children with ADHD, such as negative environmental responses and labeling bad children to them.

Understanding the Emotions of Social Development

According to Goleman in [11] the social development of a person's ability to manage emotional life involves the ability of intelligence to maintain emotional harmony. Social development is a process of ability and learning behavior related to individuals to live as part of a group. In social development, children are required to have the ability in accordance with the social demands in which the child is located. The social demand in question is that children can socialize well according to the stages of development and age and tend to be children who are easy to *get along* with peers. Can also be interpreted as a learning process to adapt to group norms,

Children who have not developed social emotionally, children do not have the ability to get along with others. to achieve social maturity, children must learn about how to adapt to others. This ability is obtained by children through various opportunities or experiences of associating with people in their environment, whether parents, siblings, peers or other adults.

According to Hurlock in [9] social development is a behavior that reflects cleanliness in the three processes of socialization, so they match the group where they join and are accepted as group members. According to Suyanto in [12] means that social development is the level of child interaction with other people, ranging from parents, siblings, playmates, to the wider community. While emotional development is a wave of feelings when children interact with others. Thus socio-emotional development is the sensitivity of children to understand the feelings of others when interacting in everyday life. According to Shapiro, *et al.*, [13] emotions are a condition of the human soul. Because of its psychological or psychological nature,

emotions can only be examined through emotional outbursts or symptoms and phenomena, such as happiness, anxiety, hatred, and so on. However, the emotional condition of each child is different. Therefore, efforts to provide games to sharpen children's emotions also vary. Maybe, a child will express his sadness by crying. However, for crying children it tells of a whiny attitude. Other children express sadness with sad and depressed faces. The same is true for other emotional social conditions. According to Sunartyo in [14] means emotion is a complex state of feeling accompanied by glandular characteristics and motor activity. Emotion is the affective color that accompanies every individual condition or behavior. What is meant by affective color are certain feelings experienced when facing (experiencing) a situation. For example, happy, happy, desperate, shocked, hate (not happy), and so on. a child will express his sadness by crying. However, for crying children it tells of a whiny attitude. Other children express sadness with sad and depressed faces. The same is true for other emotional social conditions. According to Sunartyo in [14] means emotion is a complex state of feeling accompanied by glandular characteristics and motor activity. Emotion is the affective color that accompanies every individual condition or behavior. What is meant by affective color are certain feelings experienced when facing (experiencing) a situation. For example, happy, happy, desperate, shocked, hate (not happy), and so on. a child will express his sadness by crying. However, for crying children it tells of a whiny attitude. Other children express sadness with sad and depressed faces. The same is true for other emotional social conditions. According to Sunartyo in [14], means emotion is a complex state of feeling accompanied by glandular characteristics and motor activity. Emotion is the affective color that accompanies every individual condition or behavior. What is meant by affective color are certain feelings experienced when facing (experiencing) a situation. For example, happy, happy, desperate, shocked, hate (not happy), and so on. Other children express sadness with sad and depressed faces. The same is true for other emotional social conditions. According to Sunartyo in [14] means emotion is a complex state of feeling accompanied by glandular characteristics and motor activity. Emotion is the affective color that accompanies every individual condition or behavior. What is meant by affective color are certain feelings experienced when facing (experiencing) a situation. For example, happy, happy, desperate, shocked, hate (not happy), and so on. What is meant by affective color are certain feelings experienced when facing (experiencing) a situation. For example, happy, happy, desperate, shocked, hate (not happy), and so on. What is meant by affective color are certain feelings experienced when facing (experiencing) a situation. For example, happy, happy, desperate, shocked, hate (not happy), and so on. What is meant by affective color are certain feelings experienced when facing (experiencing) a situation. For example, happy, happy, desperate, shocked, hate (not happy), and so on.

Meanwhile, according Rahmawati in [1] states that emotions refer to certain feelings or thoughts, biological and psychological circumstances and a series of tendencies to act. From the definitions that have been explained by experts it can be concluded that the development of social emotions is a learning process to adjust to understanding the circumstances and feelings when interacting with people in the environment of parents, siblings, friends, peers or adults in daily life. day. Factors that influence social emotional development Children live in three types of environments that affect emotional development and personality. Three factors that influence development are:

a. Family environment

The family plays a role in instilling the fundamentals of emotional experience. If in general emotional expression tends to be rejected by the family environment, it signals that the emotional security that he gets from the family is inadequate. In conditions like this, children are easily irritated, cry quickly, etc., so he has difficulty getting along. Parenting styles obtained by children from the family will greatly affect the emotional development of the child.

b. The surrounding environment

Environmental conditions that can affect children's emotions include overcrowded areas, areas with high crime rates, lack of recreational facilities, lack of well-organized activities for children.

c. School environment

School environments that can cause emotional disturbances and lead to behaviors in children who are less harmonious relationships between children and teachers, less harmonious relationships with friends. From the above explanations it can be concluded that parenting can have an impact on the social emotional development of ADHD children.

III. MATERIAL & METHODOLOGY

This section presents the material used and the proposed method.

A. Data

Data that uses one child from class A is detected to suffer from ADHD at elementary school X.

B. Method

This type of research is Case Study with descriptive analysis techniques. Observations were made to understand the problems of social emotional development, especially in children who indicated ADHD (Attention-Deficit Hyperactivity Disorder) at the age of 4 years. Observations were made at Kindergarten X in Yogyakarta, to a child who indicated experiencing emotional social problems experiencing ADHD (Attention-Deficit Hyperactivity Disorder). Data collection techniques use observation and interviews. Observations used are direct observation observations. Observational data in the form of factual, careful and detailed data on the state of the field, human activities and social situation, as well as the context in which the condition of the activity occurred, data obtained due to direct field research. Interviews are conducted on

classroom teachers and parents by providing questions related to matters relating to research. In this study the interview used was face-to-face interviews, so that they could obtain information directly from the nearest subject source. With this interview method the compilers can obtain data, both orally and writing about parenting patterns on the social development of ADHD children in kindergarten. X.

Data Analysis Techniques, by Sugiyono in [15] suggests that data analysis is the process of systematically searching and compiling data obtained through data collection techniques by organizing, elaborating, synthesizing, composing into patterns, selecting important ones, and making conclusions so that easily understood by yourself and others. Data analysis activities are carried out since the data is obtained from research activities until the data is presented and can be communicated. This research will acquire data in the form of qualitative data. The data that has been obtained will then be analyzed. Data analysis techniques in this study are qualitative descriptive analysis. The steps in analyzing qualitative data are mentioned Sugiyono in [15], namely in the form of data reduction, data display, and conclusion drawing as follows:

a. Data reduction

Data reduction activity is an activity to summarize, select the main things, focus on the important things, look for themes and patterns and discard things that are not relevant to the objectives and problems of the research. The data in this study were obtained through observation and interviews.

b. Data Display

Data presentation (data display) is a step after data reduction, namely the presentation can be done by giving a brief description, tables, charts, relationships between categories, and flowcharts. Through the presentation of data, it will be organized and organized so that it is easy to understand. Data display (data display) in qualitative research usually uses a brief description.

c. Withdrawal of Conclusions

Conclusion drawing is the third step in data analysis that allows answering the formulation of the problem and it is a new finding in the form of a description or description of an object that after being examined becomes clear. A credible conclusion is a conclusion that is supported by credible data.

The validity of the data or the correctness of the data is done to ensure that the data obtained can be trusted by Tohirin in [16]. In this study the validity of the data was done using triangulation techniques. Researchers make observations during learning activities. Based on the data of observations that have been obtained, then the researcher conducted a cross-check with data from interviews with teachers and parents

C. Observation Sheet Table

Observation sheet	
Name : GF	
Age : 4 years	
Class : Kind A	
Kindergarten Name: ELEMENTARY SCHOOL X	
	1. To find out the condition of a child's social emotional development

	2. To find out the cause of a child having ADHD
Observation result	<p>1. From the results of observation, it can be seen from the physical GF that they have shortcomings from other friends in the class, GF children are very picky when G F friends tend to play alone rather than other friends , if G F plays with friends GF friends often hit their friends when their friends when studying or playing did not want to obey their wishes. When learning GF it is difficult to focus, often do other activities and switch to other activities according to their wishes, even though GF is a good child in academic, he easily understands the lessons delivered by the class teacher, Of the many teachers in TK GF, they only obeyed the homeroom class</p> <p>2. The problem is because it is a congenital factor, there are other factors, namely parenting parents, GF only children who have parents with high occupancy so that GF does not get the attention of their parents.</p>

IV. RESULTS AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Statement of results

That parenting patterns have an impact on the social emotional development of ADHD children.

B. Explanation text

The results of the data that have been presented; the researchers noted several findings related to the state of research subjects experienced by GF ADHD are as follows:

- From the results of observation, it can be seen from the physical GF that they have shortcomings from other friends in the class, GF children are very picky when G F friends tend to play alone rather than other friends , if G F plays with friends GF friends often hit their friends when their friends when studying or playing did not want to obey their wishes. When learning GF it is difficult to focus, often do other activities and switch to other activities according to his wishes, although GF is a good child in academic, he easily understands the lessons delivered by the class teacher, Of the many teachers in TK GF, they only obeyed the homeroom class.
- The results of interviews with GF teachers turned out that GF was in a family environment that had high activity and was the only child when meeting his parents only at night. And when his parents were busy working, GF was cared for by his grandfather and made GF not have friends to play with. The GF unity and two parents are short and even less. With both parents busy working so that the GF togetherness time and the two parents are greatly reduced, this can cause GF I get the attention and affection of both parents. Telepathy between mother and child has not been well established so that GF mothers do not really understand what his son wants. GF also after going home from kindergarten immediately

deposited at the child safety center until the afternoon, and at Daycare Gf had no friends

- The results of interviews with parents, GF has been like that from birth innate, a lot of history of diseases experienced by GF began small from heart narrowing, high heat, and late talking From the results of observation and teacher and parent interviews, the same results show that Gf has a disturbance to his social emotional development, which causes other than health or genetic factors, but also factors in his parents' parenting.

C. Discussion

ADHD who appears in GF when he feels uncomfortable with the work he does, when he is impatient while waiting for his turn, his wishes are not fulfilled, looking for attention to the teacher, his classmates. ADHD that occurs in GF is not focused when learning and playing and defeating his friend if his desire is not fulfilled. The cause of ADHD GF besides being innate from birth is also caused by unfulfilled love that in this period GF is needed. GF comes from a family with parents who are very busy, so GF is coached by his grandfather plus GF who is an only child so GF doesn't have friends to play together so GF doesn't usually interact with peers. When at school, the GF showed indications that ADHD did not focus on the activities it did and reacted jealously when the teacher paid attention to other children besides himself who were so solid saying GF made his friend a rival. ADHD GF will become more and more when playing friends, they do not want to obey their abilities,

Efforts to solve ADHD problems in GF have been carried out by classroom teachers in schools. At school teachers deal with ADHD by teachers has been giving GF attention more to say as he needs, and face GF with patience to not always prohibit what he does and punish when he made a mistake with the teacher also has using some strategies that associated with GF that is giving praise to the good behavior of GF (can be praise, hug, smile and etc.), not back to attack the child (scolding or giving physical punishment) when the GF made a mistake because it can add to bad behavior and change negative behavior by making a list of achievements and reward a short list of the expected good behavior of the child and provide rewards for each achievement, making sure the list is realistic for example 2 or 3 behaviors only and update the list after the goal is achieved. But the teacher's efforts have not been effective because they are not supported by the GF family's own environment even though parents have made therapeutic efforts but with the same parenting pattern it will still be difficult for GF emotional social development like results research conducted by Fewell, *et al.*, in [5] which states that parental attention plays a very important role in the development of children. Lack of attention given to a child's family that can cause a child to become ADHD, because parents are slow to know the symptoms and one of the most effective ways to do for children with ADHD is family support when they deal with behavior that causes anxiety. And the fact that in schools that do not have accompanying teachers for ADHD children.

V. CONCLUSION

The DHD is a behavioral disorder in children in the form of attention disorders accompanied by impulsivity and hyperactivity, resulting in an increase in motoric activity of children which causes unusual and excessive children's activity. The ADHD children show a variety of complaints: feeling anxious, unable to be silent, unable to sit still and always leave a permanent state like sitting or standing. Some other symptoms what is often seen is love lurking, excessive activity and likes to make a scene. often occurs in children who get less attention and affection and the environment that brings negative attitudes to him such as scolding him to use physical punishment for him, From observations made in the Little Finger Garden can be concluded that the attention given to parents is very influential for children emotional social development and ADHD problems experienced by children. To deal with children with ADHD disorders, collaboration between schools and parents is needed. In addition, the teacher must also have great patience to deal with children with ADHD and the teacher must also have a strategy to control ADHD disorders in children in school

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