



Parent Care Patterns in Improving Social Intelligence in Basic School Children in SOS Children's Village Semarang

Hana Nisrina Imarah^{1*}, Mintarsih Arbarini¹

¹Non-formal Education, Universitas Negeri Semarang, Indonesia

*Correspondence to: hananisrina.pnf@students.unnes.ac.id

Abstract: This study aims to describe the form of foster care patterns implemented in SOS Children's Village Semarang and the parenting patterns of parents in the social intelligence of elementary school children in SOS Children's Village. This research uses a qualitative approach with qualitative descriptive methods. The subjects in this study were 1 supervisor, 3 foster mothers, and 3 children. The data collection technique is done using interviews, observation, and documentation. The results of this study showed that the parenting styles applied by foster children at SOS Children's Village Semarang use parenting styles that tend to be democratic. The way of parenting applied at SOS Children's Village Semarang has been named Family Base Case, which is family-based care. This concept of parenting involves the foster mother as the main center in parenting, the child as a brother or sister. Then, the children's social intelligence at SOS Children's Village Semarang is sufficient to fulfill all aspects of their social skills. Such as communication skills, humor-making skills, friendship skills, group role skills, and politeness skills.

Keywords: Parenting; Sosial Intelligence; SOS Children's Village Semarang

Article info: Submitted April 2024 | Revised May 2024 | Accepted June 2024 | Publish June 2024

Recommended citation: Imarah, H. N. & Arbarini, M. (2024). Parent Care Patterns in Improving Social Intelligence in Basic School Children in SOS Children's Village Semarang. *Journal of Nonformal Education and Community Empowerment*, 8(1), 18-23. <https://doi.org/10.15294/pls.v8i1.01823>

INTRODUCTION

Parents are a component of the family consisting of father, mother and child. Family can be interpreted as a result of a legal marriage bond that can form a small family. In the family, of course, it has an important role in implementing parenting patterns for their children. So that parents are the first step in forming good social behavior in children.

Cahyani & Atmaja (2021) stated in their journal that parents are very influential in children's behavior, because parents are the first and foremost teachers for children. Parents must realize that they are very much needed and have an important role so that they will be able to position themselves and apply more appropriate parenting patterns.

Santrock defines parenting as a way of caring for and educating children by mothers who are in the best way, which aims to make children have high intelligence. The right parenting pattern, especially mothers, will form children who have positive social intelligence. The ability to process emotions well in oneself towards others can trigger good thoughts and actions. The right emotional planting will form a strong child's character and be able to understand and control emotions according to their environment.

Parents' efforts to help develop children's social skills towards the environment both at school and in society, namely by providing the right parenting patterns. Parenting patterns can be classified into three types, namely democratic, authoritarian, and permissive parenting patterns. This parenting style will provide children with the opportunity to develop all aspects of their abilities and have an impact on social skills that function as a means to obtain good relationships in interacting with others (Sitorus & Nurhafizah, 2023).

According to Gardner (in Zaenab, 2015: 80) states that there are eight intelligences that a person has, namely mathematical logic intelligence, language intelligence, musical intelligence, visual spatial intelligence, kinesthetic intelligence, interpersonal intelligence (social intelligence), intrapersonal intelligence and naturalist intelligence.

Social intelligence according to Gardner is the ability to see and understand differences in mood, temperament, motivation and desires of others and to work together. Meanwhile, according to Slavin, someone who has interpersonal intelligence is related to sensitivity to digest and respond appropriately to the mood, temperament, motivation and desires of others. They have the ability to socialize with others, lead, high social sensitivity, negotiate, cooperate and high empathy.

Rakhmawati & Mustadi (2022) argues that it is very important for elementary school children to learn to socialize well with their surroundings. However, in reality, what happens in the end is a decrease in children's social interaction with their surroundings. Children prefer to do things themselves without asking for help from others and the lack of sympathy for children to friends so that children do not have a sense of sensitivity and tend to be indifferent. This shows the low social intelligence of children.

The fact of failure in the formation of children's attitudes and social skills lately. Where various cities in Indonesia show, almost every day often decorate television news media. Various forms of social crises with various forms that are quite concerning such as lack of discipline, bullying friends, conflicts between groups, and brawls.

In the social life of adolescents, social intelligence is needed in choosing friends and relationships. In reality, not all adolescents are able to build good social interactions with people around them. The many cases of bullying, teasing each other cause victims of bullying to experience heartache and trauma. One of the bullying cases that occurred in February 2020 was reported on Suara.com Jogja News. This case occurred to a student at Muhammadiyah Butuh Middle School who had special needs. The police named three suspects who were recorded in the act of bullying the victim. The three suspects carried out the brutal act that was recorded on video by kicking the victim. As a result, the victim suffered a bruise on the waist due to a hard blow. The incident went viral after the video was spread on social media (Chaker & Jarraya, 2021). The results of a study by Lestari & Slamet (2023) showed the low level of character of early childhood children in Ba Aisyiyah Kaponan 2 Ponorogo which includes the values of discipline, cooperation, independence, and responsibility. These children are still lacking in good communication such as saying sorry, please, and thank you to teachers and peers. The value of children's cooperation has not been seen because there are still children who cannot cooperate and cannot provide support to friends. The percentage of cooperation was 56.3% of 9 early childhood children.

Phenomena that occur in the social life of society, one of the factors that can influence their actions is the parenting pattern applied by parents, because the family is the first place where children get care in forming children's social intelligence. According to Fargion (2023) parenting patterns are the best way for parents to educate children as a manifestation of a sense of responsibility, because children are the result of the fruit of affection tied in the bonds of marriage between husband and wife in one family. This is supported by the opinion of Amin (in Mahmudi, 2016:18) who states that there are several things that influence a child's personality, namely the practice or way of raising children (child rearing practice), peer influence (peer-group influence), and the influence of law enforcement (law enforcement influence). The role of parents is very important and influential for the development of children's social intelligence. Because the family is the smallest unit in a community unit. In addition, the family is defined as the first and main environment for children since birth (Nurlailah & Ardiansyah, 2022). But most children do not have an ideal family, these children are classified as orphans, street children, and underprivileged families. So most of them cannot develop social intelligence well compared to children who have intact families.

In Indonesia itself, there are still many neglected children, the causes are different, including divorce of both parents, family economic crisis, and the death of one or both parents. All of that has an impact on their relationship between children and parents which is broken. As a result, children become less cared for and education is neglected (Kwon et al., 2020)

For less fortunate children, family-based care is needed for children, both social institutions and foundations that are able to provide care, affection, protection, and education from the family that they should get from their biological parents. This aims to improve the social welfare of children and restore the rights of children who are at risk of being lost (Buheji & Buheji, 2024).

One of the institutions that implements family-based care is SOS Children's Villages Semarang. SOS Children's Villages Semarang is a social organization committed to providing the rights of children who have or are at risk of losing parental care. Its main goal is to help Indonesian children, especially in Semarang, who have indeed lost their care so that their rights are fulfilled, such as education, affection, health, housing and so on.

The SOS Children's Villages institution was founded in Indonesia in 1970 by Agus Prawoto, a student in Austria. SOS Children's Villages or commonly known as SOS Desa Taruna is an extension of SOS Kinderdorf

which was founded by Herman Gmeiner in 1949 in Imst, Austria. Gmeiner was a medical student whose heart was moved when he saw so many abandoned children and lost their parental care due to the Second World War. Then it spread to areas in Indonesia in 1972 which are currently spread across 9 areas including the Semarang area.

SOS Children's Villages has a unique and different concept compared to other care institutions, namely family-based care that resembles a natural family. What makes researchers interested in conducting research in this institution is that it consists of 14 family homes, a village leader's house, a house for an aunt (SOS mother's assistant) and various administrative buildings in one area of land of more than three hectares. In the family home consisting of 8 to 14 children of different ages and genders naturally act as younger siblings and are accompanied by a Foster Mother (Family Based Care). So that the institution provides services by implementing a family-based care system. Based on the explanation above, the research that will be carried out at SOS Children's Village Semarang is regarding: "Parental Parenting Patterns in Improving the Social Intelligence of Elementary School Children at SOS Children's Village Semarang".

METHODS

This study uses a qualitative research approach. This is intended so that researchers can explain clearly and in detail about the information or data obtained during the field in depth. Researchers use a qualitative approach to describe, explain, and illustrate the form of parenting patterns in improving children's social intelligence at SOS Children's Village Semarang. The subjects in this study were 1 mentor, 3 foster mothers, and 3 foster children. The location of the study was carried out at SOS Children's Villages located on Jalan Durian Km.1, Pedalangan Village, Banyumanik District, Pedalangan, Banyumanik District, Semarang City, Central Java 50268.

The data collection technique in this study used in-depth interview techniques, participatory observation and documentation. In this study, the subjects observed were carried out by observing the care process of SOS Children's Village Semarang foster mothers and observing the children's social environment in improving social intelligence. This interview activity was carried out with mentors, foster mothers, and foster children. Documentation is used to collect data on the care process and the social environment of children at SOS Children's Village Semarang. In this study, data validity techniques were used, namely triangulation techniques. Triangulation techniques are interpreted as collection techniques from existing data sources. Furthermore, in the data analysis technique, Miles and Huberman analysis was used. This study with data analysis was carried out interactively and continuously until the data was saturated, then in data analysis activities, namely data reduction, data display, and conclusion

RESULT AND DISCUSSION

Parenting Patterns at SOS Children's Village Semarang

Parenting patterns are a form of treatment or parenting actions of parents to their children in protecting, supervising, and guiding during the child's growth and development. This parenting pattern is very influential in the development of children, if the parenting pattern is positive, then the child's character will be formed with quality. Every parent will definitely try their best for their child. There are three forms of parenting patterns, namely authoritarian, permissive and democratic parenting patterns. All three have their own advantages and disadvantages. The most important thing is parents who treat their children with care, affection, and teach good and bad things patiently.

SOS Children's Village Semarang is a place for fostering underprivileged children who have lost their rights as children, starting from a place to live, parental affection, and so on. This is in accordance with the opinion of [Aziz & Rahmatullah \(2023\)](#), that an orphanage is an institution that functions as a substitute for the role and function of the family for abandoned children, victims of domestic violence and others in caring for, educating and guiding children to grow into useful and responsible adults through the meaning of life in the child.

Different from the concept of an orphanage that we usually know that an orphanage is like a dormitory where boys are separated from girls who are cared for together by caregivers and have strict rules and systems. However, at SOS Children's Village Semarang, it has a Family Based Care concept where the child is cared for in one family that has a foster mother, older brother, and younger brother like a family in general. The SOS family lives in one house which is grouped based on the religion that has been adopted, this house contains 8 to 10 children and 1 foster mother.

This Family Based Care-based care has a family environment that is honed, loving, nurturing and full of attention. Foster mothers love their foster children as if they were their own children. The role of foster mothers

is central to the SOS Children's Village Semarang institution. The purpose of establishing this institution is to create a new family environment for underprivileged children who are able to provide proper and safe care so that children can get their rights as children.

This is reinforced by the statement of [Bahri et al., \(2024\)](#) in their journal stating that parents are responsible for children in terms of affection, honing, and care. Asih as parents who provide affection, asah as parents who direct and guide children's abilities according to their talents and interests, and asuh as parents who educate children so that their behavior is in accordance with their level of development. Parenting patterns that are in accordance with children's needs will have a positive impact on children.

In accordance with the existing vision, SOS Children's Village Semarang has an important role in society related to children's human rights, namely by saving disadvantaged children in terms of care, education, and health. So every child in SOS is raised with love, respect and security, so a new family is formed that has absolutely no blood ties.

Foster mothers at SOS Children's Village tend to apply a type of parenting pattern that tends to be authoritarian but democratic. Foster mothers educate their children by implementing rules at home such as waking up on time, going home immediately after school, asking permission from their mother when traveling. However, foster mothers also apply an open attitude to their children. Always directing and controlling children if the child experiences difficulties or problems, foster mothers are ready to listen to their children's complaints and provide advice.

The SOS Children's Village Semarang institution has its own parenting model, namely family-based care (Family Base Care) and family strengthening (Family Strengthening Program). This is called long-term family-based care which is a form of alternative care that is more or less the same as families in general.

It aims to create a substitute family environment that is able to provide proper and safe care so that children can regain their rights as children and have the warmth of a loving family. The new SOS family consists of a mother, older sibling, and younger sibling who have different backgrounds but love each other. The services provided by SOS to children who have lost their parents are care, education and health. The facilities and infrastructure provided are very good so that children can grow and develop well and children's rights are fulfilled. This is in line with Pramana's opinion in [Aulia et al., \(2024\)](#) that a mother plays an important role in raising her child safely so that an attachment is created between mother and child. Mothers usually interact more with children and are tasked with meeting the child's needs and providing a sense of security and comfort. Therefore, the foster mother who is made the leader of the SOS Children's Village Semarang family is a close figure who is expected to be able to provide a sense of security and understand her child in order to create a good relationship with the child. Therefore, mothers have an important role in the development process of a child.

Parenting Patterns in Improving Social Intelligence of Elementary School Children at SOS Children's Village

Social intelligence is the level at which a person can interact and adapt to their environment in carrying out social actions such as empathy, understanding other people's feelings, helping each other and so on. There are five social skills that can be trained in children to form good social intelligence in children.

Humans are creatures created as social beings where someone must help each other and humans cannot live alone because they need each other and depend on each other. Therefore, it is important for someone in community life to have good social skills. These social skills need to be developed from an early age in order to be able to socialize well in their environment. Parenting patterns are also greatly influenced by children's social skills. Parents who instill the value of empathy from an early age and provide examples to children about empathy will influence empathetic behavior when children begin to grow up.

In line with Hurlock's opinion ([Herdiansyah & Dimiyati, 2023](#)) about lower grade elementary school children entering the stage of learning development, especially in socializing well. Children who can socialize well will have social behavioral skills such as cooperation, empathy, sympathy, being able to share and help each other.

At SOS Children's Village Semarang, foster mothers have taught their children to socialize with other people or their surroundings. There are five aspects in increasing social intelligence according to Shapiro ([Pranata et al., 2023](#)), namely: (a) communication skills, (b) skills in making humor, (c) skills in establishing friendships, (d) skills in playing roles in groups, (e) skills in being polite in socializing.

The efforts of foster mothers at SOS Children's Village Semarang in instilling communication through habituation, such as speaking politely with older people, behaving politely, being able to express their opinions well, and being able to listen well when someone invites them to talk.

Humor skills, children at SOS Children's Village like fun things according to their talents and interests. Such as playing football, dancing, singing and so on. For this reason, the SOS institution also facilitates activities that can develop the hobbies of SOS children. They like to joke and joke with their peers, this is proven by the fact that every time they come home from school they always play with friends who are in the SOS environment or outside SOS. Like children in general, they like fun things like playing.

Friendship skills are certainly important in improving social intelligence. The foster mothers of SOS Children's Village Semarang in improving friendship skills are instilling an attitude of caring for fellow friends, helping when friends are in trouble, giving praise to friends, and apologizing to friends when they make mistakes. At SOS Children's Village Semarang also applies a chain of love for fellow human beings, the chain of love is how the attitude between foster mothers and foster children love and respect each other.

Group role skills are the role of individuals to build good relationships within the group. The strategies of SOS Children's Village Semarang foster mothers in improving group role skills include (a) teaching cooperation with study groups/play groups, (b) increasing responsibility because they have been given trust, (c) being confident in expressing opinions.

The skill of being polite in socializing is very necessary in socializing in community life. In improving these skills, the efforts made by foster mothers at SOS Children's Village Semarang provide examples or examples of being polite and speaking well. In everyday life, foster mothers invite their foster children to talk by speaking well and when the child says a harsh word, the foster mother reprimands and gives a warning that their words are not good and that the harsh words can hurt the feelings of the person they are talking to.

CONCLUSION

The parenting pattern at SOS Children's Village Semarang uses the Family Base Care concept, which is family-based care with the foster mother as the center of care who treats the foster child like a biological child. This parenting pattern tends to be democratic by providing attention, freedom, openness, and support, but still within reasonable limits with direction and advice when the child makes a mistake. This care aims to create comfort so that the child becomes independent, responsible, dares to express opinions, tries new things, and can solve problems. This support plays an important role in increasing the child's social intelligence, which can be seen in their ability to communicate, establish relationships, be polite, and adapt to the environment. SOS Children's Village Semarang strives to fulfill the rights of children that have been lost, such as affection, family, education, and health, through care that supports the development of the child's character and social skills.

REFERENCES

- Aulia, R., Rahayu, W. F., Susanti, R., Shabri, I., & Dalimunthe, H. (2024). Describing Father's Parenting Attachment in Minangkabau Culture from an Adolescent's Perspective. *Proceedings of the 2nd International Conference on Psychology and Health Issues, ICoPHI 2023*, 4 November 2023, Padang, West Sumatera, Indonesia. <https://doi.org/10.4108/eai.4-11-2023.2344567>
- Aziz, A. N., & Rahmatullah, A. S. (2023). Maintaining Mental Health through the Role of Self-Compassion for Adolescents in Orphanages. *Jurnal Psikologi Teori Dan Terapan*, 14(03), 300–310. <https://doi.org/10.26740/jptt.v14n03.p300-310>
- Bahri, S., Thahira, Y., & Taqwadin, D. A. (2024). Father's Role And Character Education: A Reflective Analysis Of The Qur'anic Stories. *Jurnal Ilmiah Islam Futura*, 24(1), 102–128. <https://doi.org/10.22373/jiif.v24i1.13785>
- Buheji, M., & Buheji, B. (2024). Mitigating risks of slow children development due to war on Gaza 2023. *International Journal of Psychology and Behavioral Sciences*, 14(1), 11–21. <https://doi.org/10.5923/j.ijpbs.20241401.02>
- Cahyani, A., & Atmaja, K. (2021). The Role of Parents in Monitoring the Negative Impacts of Gadget Usage for Early Childhood during Covid-19 Pandemic Era. *International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)*, 1105–1116. <https://doi.org/10.2991/assehr.k.211223.194>
- Chaker, H., & Jarraya, H. (2021). Combining teaching “about” and “through” entrepreneurship: A practice to develop students' entrepreneurial competencies. *Industry and Higher Education*, 35(4), 432–442. <https://doi.org/10.1177/095042221991005>
- Fargion, S. (2023). Representations of parenting and the neo-liberal discourse: Parents' and professionals' views on child-rearing practices in Italy. *Journal of Family Studies*, 29(1), 188–204. <https://doi.org/10.1080/13229400.2021.1905049>

- Herdiansyah, H., & Dimiyati, D. (2023). Socialization Skills and Cooperative Games During The Pandemic: An Experimental Study on Students Having Slow Development of Communication. *CoverAge: Journal of Strategic Communication*, 13(2), 74–84. <https://doi.org/10.35814/coverage.v13i2.4322>
- Kwon, K.-A., Ford, T. G., Salvatore, A. L., Randall, K., Jeon, L., Malek-Lasater, A., Ellis, N., Kile, M. S., Horm, D. M., & Kim, S. G. (2020). Neglected elements of a high-quality early childhood workforce: Whole teacher well-being and working conditions. *Early Childhood Education Journal*, 1–12. <https://doi.org/10.1007/s10643-020-01124-7>
- Lestari, S., & Slamet, S. (2023). The Implementation of Pictured Story in Expressive Language Competence of Students Group B BA Aisyiyah Ngalas 1 Klaten. *International Conference on Learning and Advanced Education (ICOLAE 2022)*, 2150–2162. https://doi.org/10.2991/978-2-38476-086-2_173
- Nurlailah, N., & Ardiansyah, H. (2022). The Influence of the School Environment on Character Form Students in PKN Lessons. *Riwayat: Educational Journal of History and Humanities*, 5(2), 281–289. <https://doi.org/10.24815/jr.v5i2.27347>
- Pranata, O. D., Sastria, E., Ferry, D., & Zebua, D. R. Y. (2023). Analysis of Students' Emotional Intelligence and Their Relationship with Academic Achievement in Science. *International Conference on Social Science and Education (ICoESSE 2023)*, 395–410. https://doi.org/10.2991/978-2-38476-142-5_38
- Rakhmawati, Y., & Mustadi, A. (2022). The circumstances of literacy numeracy skill: Between notion and fact from elementary school students. *Jurnal Prima Edukasia*, 10(1), 9–18. <https://doi.org/10.21831/jpe.v10i1.36427>
- Sitorus, N. S., & Nurhafizah, N. (2023). The Influence of Parenting Styles on Early Childhood Social Skills. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 2367–2374. <https://doi.org/10.35445/alishlah.v15i2.3737>