



The Impact of Separation Anxiety Disorientation on Children's Social Interaction

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ABSTRACT

Anxiety is a form of the body's response to the environment as a form of pressure and one's inner turmoil. This anxiety can be overcome easily, but in some cases anxiety often occurs excessively, especially in babies who are about to start a long phase of separation from their parents. This journal aims to find out how the social interaction of children with symptoms of separation anxiety disorder. The method in this research is a literature study, namely analyzing journals, books and articles that discuss separation anxiety disorder in children. This neglected anxiety disorder can have an impact on how the child begins to interact in a new environment later. It takes understanding and sensitivity of parents to the child's condition.

Keywords: separation, anxiety, interaction, child

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INTRODUCTION

Healthy and competent social interaction is an important aspect of children's lives and helps them build positive interpersonal relationships, develop social skills and receive the necessary emotional support. However, children who suffer from separation anxiety may face barriers in developing social skills and building healthy relationships with others.

Anxiety is something that usually happens to individuals who cannot suppress their feelings of fear (Ayu Cahyaningtyas et al., 2019; Pradopo et al., 2017; Nasution & Milanti, 2018; Susilo et al., 2018; Alizamar et al., 2019; Behrouz et al., 2016). Anxiety disorders do not only occur in older people as the article (Irman et al., 2022) which states anxiety techniques experienced by the elderly. But it turns out that anxiety can

also occur in children who are not even in school yet. Children can experience anxiety disorders due to several causes such as trauma or heredity (Widyaningsih et al., 2018)(Indiarti et al., 2017)(Daharnis et al., 2018).

Anxiety is a normal condition that is felt when facing a threat or danger. It's just that excessive anxiety can interfere when the threatened situation or danger is not as bad as thought (Intan Puspitasari, 2018; Sari et al., 2019; Laely et al., 2018; Rachmawati, 2021; Yuliani et al., 2018; Chairunnisa et al., 2017). Anxiety in children's social interactions can occur due to shyness which becomes the dominant emotion in the self. there are several forms of anxiety experienced by children, one of which is separation anxiety or often referred to as separation anxiety disorder.

Separation anxiety disorientation is a common psychological disorder in children when they are separated from their parents or primary caregiver. It often occurs when children enter an important stage of their social development, when they begin to establish relationships with peers and interact with their social environment. In some cases, separation anxiety disorientation can affect children's ability to interact socially, with consequences that may persist into adulthood.

Separation anxiety can be caused by parenting patterns that provide too much protection to children and lack of appropriate stimulation of psychosocial development of autonomy. Bogels in Widiani (2016), suggests that children who are raised with overprotective parents and lack of emotional warmth, more easily develop fear and anxiety when socializing with others. Although separation anxiety disorder has been widely noted in the context of child development, research on its impact on children's social interactions is limited. By understanding the impact of this condition, we can better understand how to facilitate the social growth of children who experience separation anxiety disorientation.

Many parents are unaware of the separation anxiety disorder experienced by their children. Parents often assume that the anxiety experienced by children when they are separated is something that naturally happens. In fact, the anxiety experienced by children is not normal anxiety in general, but has reached the stage of disorder.

Separation anxiety often occurs when children enter a new environment such as the beginning of school. Research on separation anxiety is shown from case handling data from the UI Faculty of Psychology Integrated Clinic in July 2009-2012, which amounted to 0.73%. This percentage figure of 0.73% shows that there are still many children who experience separation anxiety disorder and need appropriate treatment. This anxiety disorder condition if overcome quickly and appropriately can return the child to a normal anxiety condition, but if ignored by parents, this anxiety can affect the child's behavior later.

This study aims to investigate the impact of separation anxiety and disorientation on children's social interactions. By involving participants representing different age groups and using relevant research methods, this study aims to identify and analyze changes in social behavior that may occur in children who experience separation anxiety and disorientation. The results of this study are expected to provide a better

understanding of the role of separation anxiety and disorientation in disrupting children's social interactions and provide a basis for the development of effective interventions.

With a better understanding of the impact of separation anxiety and disorientation on children's social interactions, it is hoped that appropriate strategies and approaches can be developed to support children who experience this condition. This research will benefit educators, counselors, and parents by helping children overcome social barriers and facilitate healthy social development at this important developmental stage.

RESEARCH METHODOLOGY

The research method is a literature review or Literature Review. Literature review is the first and important step in creating a research plan (Marpaung et al., 2021) (Gurtu & Johny, 2021) (Asmita and Fitriani 2022) (Greeff & Nolting, 2013); Asmita and Masril 2022; Anggraini and Asmita 2022) (Wisnu, Tutik, and Handayani 2021; Erwansyah et al. 2020).

The method used in this research is a library study (library research) using books, journals and articles related to separation anxiety disorder and its impact on children's social behavior. The steps of this literature study data collection technique are (Kusumawati, 2020): (1) collecting data through books, articles and journals (2) analyzing the data so that the author can conclude about the problem being studied, namely the impact of separation anxiety disorder on children's social behavior.

The writing in this article uses a research method by reading several journals that discuss the study of separation anxiety disorder. In addition to reading journals, the author also reads psychology books to add to the review results that will be used.

RESULT AND DISCUSSION

Humans are social creatures who need each other. In the process, humans connect with each other so that an interaction is formed. This interaction is called social interaction. Social interaction is a relationship that exists between fellow humans, either individually or in groups (Muslim, 2013). In life, an individual really needs the ability to interact with other individuals. Social interaction owned by an individual greatly affects the individual's own life. However, an interaction can be said to be a social interaction if it fulfils the following conditions (Sosial et al., n.d.):

1. Social contact

Physical contact that exists between individuals and other individuals.

Social contact occurs because of the actions and responses of other individuals.

2. Communication

Communication is when someone gives an understanding of a behaviour or thing to another person.

3. Characteristics of social interaction

- a. The existence of two or more actors
- b. The occurrence of a reciprocal relationship between the actors.
- c. In general, initiated by social contact
- d. There is a clear purpose and goal (Muslim, 2013).

4. Forms of social interaction

In general, social interactions can be divided into two (Mulyana et al., 2017):

a. Associative social interaction

- 1). Cooperation, is a joint effort of individuals or groups to achieve common goals.
- 2). Accommodation, is the process of adjusting individuals or groups, towards each other, to overcome tension.
- 3). Assimilation, is the process by which two or more different cultures merge into a new culture.
- 4). Acculturation, is the process of accepting foreign cultural elements as part of the group's culture without losing its personality or original cultural characteristics.

b. Dissociative social interaction

- 1). Competition, is a social process carried out by individuals or groups to gain a competitive advantage without causing confrontation or physical violence.
- 2). Contravention, is an attempt to obstruct and prevent the achievement of the other party's goals.
- 3). Conflict, is a social process in which individuals or groups oppose another party, consciously or unconsciously, using threats or violence to achieve certain desires or goals.

An individual's social interaction may be disrupted due to the individual's ability or the experiences the individual has gone through. The disruption of social interaction can have an impact on an individual's ability to adapt to a new environment. One of the causes of disrupted social interaction is the lack of good communication skills due to anxiety in talking or meeting new people. Musyaroh (in Niman et.al., 2022) revealed that anxiety is a psychological condition of an individual who is full of fear and worry about something that is not certain to happen. Anxiety is a common feeling felt by every individual, but anxiety can become a psychological disorder if the anxiety experienced by individuals can interfere with life and productive activities.

Asmadi (in Rahmawati, 2016) states that anxiety is an emotional turmoil related to something outside of himself and is a mechanism for dealing with problems. Then

Tamisa (2017) concluded that anxiety is a very unpleasant, uncertain and vague feeling about something. Anxiety is also accompanied by typical physical reactions and appears repeatedly. Anxiety does not only occur when talking, but can also be caused by a new, unfamiliar environment. In children, this anxiety usually takes the form of separation anxiety. Separation anxiety can occur when a child loses a familiar figure when in a new environment. Separation anxiety disorder is one of the most common anxiety disorders in children. Separation anxiety disorder shows that the closeness of children and parents determines the behaviour of children in a social environment, especially in the child's new environment. Separation anxiety disorder is a concern and fear of separation experienced by children from their close figures that not only affects the child but can also have an impact on parents tua (Ady et.al, 2019) (Cosh et al., 2018)(Soewardini et al., 2018)(Rahimah et al., 2018)

Separation anxiety disorder is considered normal up to the age of 2 years and after that the child will begin to bring himself to new situations and people, until the fear begins to decrease. It is the ongoing separation anxiety that causes the disorder (Sadock, in Ambari 2020). However, Cooklin (in Widiani, 2016) also mentioned that a mother who always protects children aged 2-3 years will have a negative impact on the child's social emotional development. Separation anxiety disorder is a disorder that occurs in an individual. Separation anxiety disorder often occurs in early childhood. Habituated dependency and unhealed trauma from childhood make children experience socialisation disorders. This is due to the habit of children always being helped by their parents, making it difficult for them to adapt to new environments. As happens in early childhood, when they are taught to sleep separately from their parents, they will cry because they are afraid of the new environment, dark and far from their parents. So that parents with their loving nature again bring their children to sleep in the same room with them.

Children usually adapt to new environments with the help of parents. So when adapting to a new social environment, symptoms of separation anxiety disorder will surface. Children with separation anxiety exhibit aggression, anger towards their parents, and situations that pull them away from them (Astuti et.al., 2020) (Jawas, 2019)(Hasbi & Effendy, 2019)(Sukardi Weda, 2018). Separation anxiety disorder usually occurs in children who experience severe trauma in childhood without proper treatment, constant worry when separated from loved ones, refusing to sleep separately from parents, having repeated nightmares, hereditary history.

Children will react by changing behaviour when they experience separation anxiety. Separation-related behaviour in children is broken down into three stages: the protest stage (protest phase), the despair stage (despair phase), and the rejection stage (rejection phase). The child's response during the protest stage is to scream, call out to his parents, or act aggressively to communicate to others that he does not want to be left by his parents and rejects attention from others or strangers. Children who are in the despair stage behave peacefully, passively, withdrawn, less crying, less interested in playing, without appetite, melancholic, and indifferent. The next phase is the rejecting

phase, where the child will vaguely accept separation, form brief relationships with others and try to like their surroundings. The child will try to look happy, this phase occurs after the child has experienced a long separation from the parents (Mulyatiningsih, 2014) (Amam et al., 2019)(Sunanih & Novikasari, 2019)(Situmorang, 2019)(Surijadi et al., 2018)(Ariani & Susilo, 2018).

Symptoms include: restlessness or fussiness when separated from someone, excessive worry when alone, high anxiety levels in new environments especially without the assistance of familiar people, physical symptoms such as nausea, headache, sore throat, the child will cry as loudly as possible. The new social environment will show whether a child has separation anxiety disorder or not. A child's behaviour is very easy to read when these symptoms surface. An example is when children aged 2-5 years who experience anxiety when they have to be in the lap of someone other than their mother or father. The child tends to give a negative response by crying and even wriggling their body to avoid being touched by others.

Separation anxiety disorder or SAD can last for a long time, depending on how the parents respond. In some cases separation anxiety disorder occurs from infancy to primary school. Proper treatment is needed for children who experience separation anxiety disorder so that they can cope well with how to control their anxiety.

Here are some things parents can do to reduce anxiety in children:

1.Create a quick goodbye ritual

Give a goodbye greeting to the child when the child starts learning to separate for a long time from the parents.

2.Be consistent

Make sure that in teaching your children, you insert firmness so that your children don't often show their spoilt side.

3.Attention

Give your children your full attention and affection before giving them the ritual of farewell.

4.Keep promises and specifics

Keep promises made with the child, instead of making false promises, tell the child the truth.

5.Support your child for every positive activity they do.

Those are some things parents can do to help reduce children's anxiety.

CONCLUSION

Separation anxiety disorder can occur from infancy until the child enters school age. Separation anxiety disorder that is ignored can make it difficult for children to interact with new environments and it is even possible for children to be bullied by their

peers. This excessive anxiety can stem from trauma or even habits and genetics from parents when the child is still a baby.

The child's poor interaction with their social environment can later occur as a result of slow handling of the separation anxiety disorder that the child has. Such as when the child will be on the lap of another person, the child will enter elementary school, the new environment makes the child's anxiety level even higher. As a result, children have difficulty interacting and often get bullied by peers.

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