



Analysis Of The Psychological Impact Of Students Who Are Victims Of Broken Home In Public High School: A Phenomenological Study

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Abstract

This study aims to analyze the psychological impact of students who are victims of broken homes in one of the high schools in Gondanglegi District. This research design uses a qualitative phenomenological method. The research subjects are high school students who come from broken homes. Data collection techniques use interview techniques, observation, and documentation studies. The data analysis method used is the Miles and Huberman model and checking the validity of the data using triangulation of sources and techniques. Based on the results of the analysis carried out, there is a psychological impact of students who are victims of broken homes in one of the high schools in Gondanglegi District in their psychology in the aspects of: Self-development, selfconfidence, social relationships, identity formation, and emotional development. It is hoped that BK teachers can pay more attention and identify students who come from broken homes, so that BK teachers can provide counseling services that suit the needs of students.

Keywords: Victims of Broken Homes, Psychological Impact, Phenomenological Study

1. Introduction

The family is an environment that shapes personality and influences a child's growth and development. Families play a crucial role in shaping a child's attitudes and behavior. Children who grow up in harmonious families tend to grow and develop well (Hadian et al., 2022). Therefore, the role of parents in a child's development is crucial, so that children can grow up feeling secure, loved, and have good emotional stability. However, in reality, not all children have harmonious and ideal families. Broken homes can occur when the family structure is disrupted due to divorce, separation, or the loss of a parent. The Head of the National Population and Family Planning Agency (BKKBN) estimates that the number of parental divorces in Indonesia in 2021 reached 500,000 cases. In 2022, the BKKBN also estimated that there were 3,172,498 cases, or 4.79% of families recorded experiencing divorce conflict..

Based on initial observations and interviews with guidance counselors conducted during a semester-long teaching assistance program at a high school in Gondanglegi District, several students from broken homes exhibited symptoms such as withdrawal from their peers, visible emotional expressions, and a decreased enthusiasm for learning. This indicates that broken homes are not merely a trivial issue but also impact education, affecting the learning process and students' psychosocial well-being at school

Broken home can be interpreted linguistically as a family breakdown. Broken Home can also have meanings such as disputes, family quarrels, it can also be interpreted as the destruction of a household to the point of divorce between the two parents. According to Chaplin (in Noni and Aviani, 2024) broken home means a broken family or a broken household, namely a family

or household without the presence of one of the two parents, either the father or mother, caused by divorce, leaving home, death. According to Prasetyo in Muttaqin and Sulistyono (2019) Broken means "Destruction", while Home means "Home". Broken home means that there is destruction in the household caused by the husband and wife experiencing differences of opinion..

A child's psychological development can be influenced by several factors, such as school, environment, and family. The family plays a crucial role in a child's psychology, as it is within the family that a child learns patterns of attitudes, behaviors, and values within society, contributing to their personality development. According to Latifah in Suroso & Arsanti (2023), the goal of character development in a child is self-control. To foster self-control in a child, parents can provide a simple example. Self-control is essential not only in social settings but also in the child's social environment. A child with good self-control will be able to interact effectively with others.

Children who experience broken homes can certainly have psychological impacts. The impacts that can be felt by children from broken homes include feeling the loss of a complete parental figure in the family, preferring to be alone due to overthinking, feeling insecure in their family environment, and difficulty socializing with others. The impact of broken homes can also impact the victim's education. The impacts that can be felt by victims include victims being less focused on learning and having low self-confidence because the victim feels that their family is different from the families of their friends (Ardilla & Cholid, 2021). Based on research conducted by Putri & Priyatmono (2023), children who are victims of broken homes experience a lack of attention from their parents, so the children become free to socialize, have difficulty establishing positive relationships, children begin to show a rebellious attitude towards their parents, children experience emotional disorders, decline in academic achievement, and other negative impacts

The phenomenon of broken homes can have a psychological impact on children. Research conducted by Rizky et al. (2020) found that students who are victims of broken homes are easily emotional, often gloomy in class, often feel sad, or often appear annoyed and unable to control their emotions. Furthermore, broken homes have a significant impact on children's lives. Research conducted by Novita et al. (2025) found that children feel lost in facing their daily lives, feel alienated from their families, and even have a strained relationship with one of their parents after the divorce. Not only does it impact psychologically, children also experience physical changes such as having disorders such as decreased appetite and disturbed sleep patterns. Other research also reveals psychological conditions experienced by high school students, including children feeling sad, angry, hurt, feeling guilty because of their parents' condition, depression, withdrawing, feeling insecure, feeling unloved like their other friends, and losing the affection they should receive from both parents (Masi, 2021).

This research is important because the divorce rate in Indonesia has continued to rise in recent years. Divorce not only impacts the couple but also their children psychologically. Children who are victims of broken homes can experience various psychological, emotional, and social problems, hindering their optimal development. Many victims of broken homes are also found in our high school, where we provide Teaching Assistance. Based on observations and initial interviews with guidance counselors, there were students who experienced broken homes and showed signs of psychological disorders. This can be a starting point for identifying psychological problems in students who are victims of broken homes. The results of this study can be used by guidance counselors, homeroom teachers, or schools to provide support for students who are victims of broken homes.

Based on the phenomenon of broken homes, this study seeks to provide an overview of the psychological impact on students experiencing broken homes. In this study, the researcher used a qualitative approach with a phenomenological method. According to Husserl (in Fiantika et al., 2022), the phenomenological scientific method can describe phenomena as they are without manipulating the data. This approach was chosen because the goal was to understand students' personal experiences of broken homes and their psychological impact. Research using a qualitative phenomenological method helps explore the meaning of these experiences, without focusing on numbers or statistics. Therefore, this study is more in-depth and aims to explore the psychological impact on students experiencing broken homes.

2. Method

2.1. Approach and Research

This research employs a qualitative approach utilizing a phenomenological method. As noted by Moleong (in Nasution, 2023), qualitative research seeks to understand the phenomena experienced by research subjects, including their behaviors, perceptions, motivations, and actions, in a holistic manner. It employs descriptive language within a specific natural context and utilizes various natural methods. The primary aim of qualitative research is to explore and uncover the realities of community life (Abdussamad, 2021).

Additionally, Herdiansyah (in Fiantika et al., 2022) explains that phenomenological research focuses on understanding the significance of extraordinary experiences encountered by individuals. This type of research is concentrated on individuals who have undergone phenomena that are not shared by others, or it may involve a collective experience within a group. By using qualitative phenomenological methods, this research delves into the meanings of these experiences, steering clear of numerical or statistical data. Therefore, it is designed to be more thorough and aims to investigate the impacts of students from broken homes.

2.2. Research Locatin

This research was conducted at a high school in Gondanglegi District, Malang Regency, East Java, 65174. This high school was chosen because the author was conducting teaching assistance there. Based on observations and interviews with the guidance counselor at the high school, many students experience broken homes.

2.3. Research Subject

The subjects of this study were students who experienced broken homes. The selection criteria for this research subject are:

1. High school students at the school
2. Students with broken homes
3. Broken home students who appear to have personal, social, emotional, and psychological problems at school

Researchers selected 6 students who met the above criteria to conduct in-depth interviews.

2.4. Data Source

Data source participants in this study were taken through purposive sampling and snowball sampling. Purposive sampling is a data collection process carried out by researchers by determining certain criteria or considerations for participants, namely grade XI high school students who experience broken homes, 6 students are taken as subjects. Furthermore, after finding one or more data source participants through purposive sampling, data source participants were taken through the snowball sampling technique. The snowball sampling technique is a model of taking data source participants through one participant who has a relationship and relationship with other people who know the same information related to the research topic (Sugiyono, 2013).

2.5. Data Collection Procedure

In the interview process, researchers communicate with participants through questions and answers related to the research so that data or information can be obtained that can be used in developing research. In the observation process, researchers conducted observations during teaching activities in the classroom, and for documentation researchers find out biodata and records related to students through the counseling teacher.

2.6. Data Analysis

The data analysis method carried out by researchers when in the field is using the Miles and Huberman model by reducing data (data reduction), presenting data (data display), and drawing conclusions (conclusion) (Sugiyono, 2013). In the data analysis process, data reduction carried out by researchers is by selecting, summarizing or describing the main things, and focusing on important things so as to produce a sharp picture related to the results of data collection. Furthermore, the presentation of data (display data) carried out by researchers is to explain the data that has been processed from the results of interviews in the form of descriptions and conclusions by researchers by drawing conclusions from the findings that have been obtained from data collection.

2.7. Validity Check

Researchers use data validity checking using the Triangulation Technique. Triangulation technique is a data collection technique that combines various existing data and sources (Sugiyono, 2013). The triangulation technique used is source triangulation and technique triangulation. Source triangulation is used to test the credibility of data by checking data that has been obtained from various data sources such as interviews, close friends, counseling teachers, archives, and other documents. While triangulation of techniques to test the credibility of data with different techniques. With data obtained through interviews, then checked with the results of observations, and can also be with the results of existing documentation.

3. Results and Discussion

3.1 Result

Awareness and Understanding of Family Situations

Of the 6 students interviewed, there were 3 students who experienced broken homes when they entered junior high school, 1 student experienced broken homes during kindergarten, and 2 students experienced broken homes since they were in the womb, but they only felt they experienced broken homes since entering school and because they saw the condition of their friends' families at school. 4 students when they found out their families were broken homes felt sad, disappointed and jealous of their friends' families, but there were 2 students who felt relieved after their parents divorced because their parents no longer fought.

"...I feel sad and disappointed that my parents chose to divorce, and I rarely see my mother. I last saw her in junior high school." (Informant 1)

"...I feel sad when I ask my parents why they don't live together, but my mother answers, 'It's none of your business, it's yours. My father left me when I was little, and my mother works abroad, so I live with my grandmother.'" (Informant 2)

"...when I was little, I didn't really think about the role of a father. In high school, I saw friends who had fathers in their lives, while I didn't have one. That's when I felt sad that my parents divorced." (Informant 3)

"...I feel disappointed because I didn't know when my parents divorced. He only found out when he was taken to court." (Informant 4)

Meanwhile, informants 5 and 6 expressed relief and joy when they learned their parents were divorced, no longer hearing their parents' arguments.

During interviews, all informants reported comparing their families' circumstances with those of their friends. They felt envious of their friends' harmonious families, and they also envied their parents' harmonious new families.

Self-Identity Formation

In developing their self-identity, all interviewed informants felt burdened and responsible for their future due to a lack of guidance from those closest to them. All informants also expressed shame about their family circumstances, as their friends had fathers or lived with both parents, while they did not. Furthermore, if asked about their families, four informants would openly share their experiences, but two others were reluctant to share their experiences. When interviewed about whether their family circumstances influenced their self-perceptions, all informants shared differing opinions.

"...I'm confused about how to succeed in the future, because from childhood until now, no one has guided me. As a result, it's difficult for me to make decisions about my life." (Informant 1)

"...as a result of my parents' divorce, I don't feel at home and prefer to spend my time at school. My mother also only demands that I get good grades without any affection from her." (Informant 2)

"...I have to be more independent now and in the future because both my parents have their own families." (Informant 3)

The results of interviews with informants 4, 5, and 6 revealed that they felt burdened, that they had to succeed because they had younger siblings and that they would be the ones to support their younger siblings since their parents had new families.

Observations also revealed that informant 5, a female, had a slightly tomboyish appearance because her father lived far away.

Emotional Attachment

From the interviews regarding emotional attachment, five informants were less emotionally close to their parents, feeling closer to others than to their own parents. Meanwhile, one informant revealed that he was only close to his mother. Here are some statements from informants:

"...at home, I often talk to my grandmother, because I live with my grandfather, grandmother, and aunt. But since my grandmother passed away, I rarely talk to anyone. Sometimes, I talk to my close friends at school." (Informant 1)

"...I used to talk to my grandmother a lot and I was close, but after she passed away, I don't have anyone close to me to talk to. Even though I live with my mother now, I don't feel close to her because she left me abroad when I was little." (Informant 2)

"...when I was little, I wasn't close to anyone. Now, I'm close to my boyfriend and often talk to him." (Informant 3)

"...I don't have anyone close to me, so I rarely talk to anyone else, even when I'm stressed." (Informant 4)

"...I'm more open with my mother, because she's the only one at home, although I don't tell her everything." (Informant 5)

"...I'm closer to my aunt, so I usually confide in her when I'm upset." (Informant 6)

Emotional Expression and Self-Regulation

Regarding emotions, some informants, when feeling angry or disappointed, preferred to suppress their emotions and feelings. Others chose to vent their emotions and feelings on themselves or objects around them. Regarding how they explained their feelings to others, four informants reported having difficulty explaining their feelings to others, such as being difficult to express or being long-winded when speaking. Two informants reported being able to explain their feelings to others or those close to them. Below are the expressions of the four informants who found it difficult to explain their feelings to others.

"...sometimes I want to express my emotions, like anger, but it's complicated when I want to say it, so I end up holding it in. Usually, when I'm angry at home, I talk to myself in front of the mirror and let my emotions out." "I feel less confident. When I present in class, I feel scared and nervous. Now, I feel nervous even when talking to my mother" (Informant 1)

"...I've wanted to explain my feelings to others, but I'm afraid of burdening them, especially my friends" (Informant 2)

"...I get complicated when I talk, but luckily, other people understand what I'm saying" (Informant 3)

"...It's difficult to explain my feelings to others, and I prefer to express my emotions on objects around me" (Informant 6)

Needs and Expectations

When interviewed about what they need most from their families at the moment, all six informants answered that they want affection, security, and love from their parents. Even though parents are divorced, they can at least maintain communication with their children, so that their children still experience the roles of both father and mother. As one informant expressed it:

"...from the family, what's needed is family time, because even though my mother remarried and has a new family, I don't feel like I have a complete family." (Informant 5)

Social Relations and Socialization

In terms of social relationships, the students interviewed had good social relationships with their friends at school. However, two students preferred solitude, while four preferred spending time with others. This was to avoid overthinking, and none of the students ever felt isolated by their family background. The following are statements from two informants who preferred solitude:

"...my relationships with my friends at school are good, but if I were given a choice, I would choose to be alone, and if I wanted to go out, my friends would usually force me to." (Informant 1)

"...I would rather be alone than play with friends if I were given a choice." (Informant 5).

Perceptions of Family and Love

Their hopes for the future include having a harmonious family, free from violence and arguments, good communication between parents, and no third parties. Due to their parents' divorce, three students have not yet considered entering a more serious relationship. One student does not want to enter a relationship in the future because he is afraid that his partner will have the same personality as his father. The other two students are not afraid to enter a serious relationship in the future because they currently have partners and have gained some confidence after having a partner. The following are statements from three students who have not considered entering a more serious relationship: informants 1, 5, and 6:

"...at the moment, I haven't considered entering a serious relationship because of my current family."

One student who is afraid of entering a relationship in the future, informant 2:

"...I'm afraid to enter a relationship in the future because I'm afraid I'll have a partner like my father."

Two informants are not afraid to enter a more serious relationship in the future. The following are statements from informants 3 and 5:

"...to form a more serious relationship, I have a little more confidence because I have a partner."

The interviews also revealed that students' childhood experiences and memories, such as when their parents fought, experienced violence, or learned of their parents' divorce, influence how they trust others in relationships, both romantic and friendships.

Coping Strategies

Students experiencing broken homes used various coping strategies. Some vented their feelings by going out to play, seeking support from close friends, or isolating themselves in their rooms. Interviews revealed that three students considered seeking counseling with a guidance counselor or psychologist regarding their problems, while three others were reluctant to talk to their guidance counselor due to fear of their stories being revealed. The following are statements from three informants: informants 1 and 2, who considered talking to their guidance counselor and informant 3, who talked to a psychologist:

"...I thought about counseling. The first time I did it was with my mother" (Informant 1)

"...I used to have counseling with the guidance counselor here" (Informant 2)

"...I actually wanted to see a psychologist, but I didn't know how" (Informant 3)

And the other three informants answered the same question, not to seek counseling or tell the guidance counselor or psychologist. The following are the statements from the three informants:

"...I'm afraid, ma'am, to tell you about the problems I have because I'm afraid it will spread everywhere" (Informants 4, 5, and 6)

When asked who has helped them most to remain strong in facing the challenges they face thus far, five students who experienced broken homes answered their mothers. Informants 1, 2, 3, 4, and 6 were closer to their mothers than their fathers, and one student answered their father. When asked to share something with their parents, they all expressed their desire for their parents to get along, even though they were divorced.

3.2 Discussion

Awareness and Understanding of the Family Situation

The informants' awareness of their broken home condition arose because they often compared their family conditions with those of their peers. A total of 3 informants experienced a broken home during junior high school, 1 informant during kindergarten, and 2 informants since they were in the womb. Some informants realized that they experienced a broken home when they entered school. The informants' emotional experiences also varied, with 4 informants expressing their feelings of sadness, disappointment and envy when they found out that their family conditions were different from their friends' intact and harmonious families. This shows

that the social environment and comparison with peer families are factors in shaping understanding and feelings. This is in accordance with the theory of Festinger (in Fakhri, 2017) which states that individuals are motivated to compare themselves with others to assess their social status and evaluate themselves.

Self-identity Formation

In the formation of one's own identity, family conditions greatly affect a teenager, if the family conditions are not good a teenager will feel neglected, especially in his education and feel trapped in understanding themselves (al Gusyairi et al., 2023). The results of the interview show that informants feel they have a burden and responsibility for their future without any direction or encouragement from their parents, and they feel embarrassed by their family background which is different from other friends and they also find it difficult to explain about their family to others. This shows that informants who experienced a broken home feel neglected, especially in their future in their family, and informants feel ashamed and inferior to the surrounding environment about their family and this is also the informant as if blaming the fate experienced by his family.

Emotional Attachment

Lack of parental attention and support, adolescents who experience a broken home experience lack of confidence in expressing their opinions or feelings and also adolescents the impact of this broken home affects negative emotions such as depression, loss of trust or hatred of parents (Humairah & Komalasari, 2024). Based on the results of the interviews, it shows that informants experience a loss of trust in themselves in expressing their feelings, but other informants still have trust in someone they feel close to and there are informants who find it difficult to control their emotions so that if they experience stress or depression they will suppress their feelings, but there are informants who vent their stress and depression in more positive activities.

Emotion Expression and Self-Regulation

Unstable family conditions, such as broken home families, can have a significant impact on adolescent emotional development. Adolescents are expected to have passed their developmental tasks well, because this is their foundation so that they no longer experience obstacles and can control their social-emotional (Annisa et al., 2024). The interview results showed that some informants tended to suppress their emotions such as anger and disappointment, but some other informants vented on themselves or objects around them. This shows that informants who experience broken homes have sensitive emotions. They can withdraw from their environment and can even vent to themselves and objects around them. This is in accordance with Yusuf (in Annisa et al., 2024) who states that adolescence is a period of high emotional intensity, where adolescents show high sensitivity to changes in the social and family environment. Explosive emotions or a tendency to withdraw from the environment show the challenges in managing emotions faced by adolescents. It is also important regarding emotion regulation in adolescents to overcome emotional distress due to unstable family conditions.

Needs and Expectations

Most informants have ideal expectations of their families, 4 informants want their parents back, because they still need a father and mother figure intact to guide and educate them.

this hope reflects the longing for a complete family function, as explained by Hurlock (in Samsudin, 2019) emphasizing the importance of the family's role in shaping children's personality and social development. The family, as a child's first and primary environment, provides the basis for the child's social and personality development. However, 2 informants stated that they did not want their parents back, but still hoped to get affection at home even though it was not from their parents. This shows that the function of the family is not only seen from the integrity of the structure but from the quality of the relationships that exist. William J Goode (in Pratama et al., 2022) views a broken home family as the breakup of a family or the fracturing of a social role structure if one or more family members fail to fulfill their role obligations.

In terms of their hopes for their family and relationships in the future, they want to be able to make their parents proud and still have a good relationship with their parents despite their parents' divorce. This shows that over time and age children will grow up. Children who have entered adulthood will generally be better able to interpret their lives so that this will heal trauma and form emotional maturity in individuals so that individuals can accept and be able to return to peace with their circumstances (Rohmah and Yuliasari, 2023)..

Social Relationships and Socialization

In Albert Bandura's study (in Ariyanto, 2023) said that a child's "social bond" in social interaction depends on how his immediate environment or can be called his family. The impact of a child who experiences a broken home causes the child to experience mental stress, wrong thinking patterns, difficulty controlling emotions and likes to be alone. One of the consequences is that children find it difficult to socialize in society. According to Santrock, it explains that a person who experiences this broken home condition will have an impact on psychological development (Ifdil et al., 2020). From the results of interviews conducted, many informants have established social relationships or social support at school well, even though they do not have good social relationships with their families. they also never felt ostracized by their environment because of the family background they had.

Perceptions of Family and Love

Although children are victims of broken homes and have trauma due to their parents' divorce, not all children who experience broken homes are traumatized by marriage, many of them want to have a harmonious family in the future. Despite the problems of the informants' parents, they still have hopes of getting married and having a harmonious family. Marriage problems experienced by parents, they make their parents' relationship an evaluation material when they marry in the future (Montolalu et al., 2023). But there are also children who are traumatized by their family problems, because in the past they have received violence from their father, so that this has an impact on the child's psychology which makes him traumatized to get married and afraid that his partner will have an attitude like his father.

Coping Strategy

Various impacts can be felt by children who experience broken homes and certainly each child has a different adaptation strategy to avoid problems due to parental divorce. There are children who seek social support from friends when they feel stressed, do nothing, or seek help from professionals such as counseling teachers or psychologists. Some children seek social support from close friends or family. These social interactions can have a positive impact on individuals because they can reduce loneliness and they get a place to vent their complaints.

Another way that students can do when they feel stressed is to do counseling to counseling teachers or other professionals. This is also explained by there are several adaptation or coping strategies that can be carried out by victims of broken homes, including seeking social support, doing hobbies and interests that are liked, doing relaxation techniques such as doing breathing exercises, increasing emotional awareness in order to manage emotions well, counseling or consulting a psychologist in order to get guidance from professionals (Humairah & Komalasari, 2024). Not only the role of the individual self in overcoming the problems of students who experience broken homes, but the role of the family is also needed so that children do not feel lonely and lack affection, besides that, the role of schools is also needed in helping students who experience broken homes. Schools can facilitate students to do counseling with counseling teachers. Through counseling services, individuals can feel safe in sharing their problems. The counseling approach applied and collaboration with various parties can help students who experience broken homes to deal with their problems (Halim et al., 2025).

4. Conclusion

Based on the discussion of the results of this study, it can be concluded that the family is an environment that shapes personality and influences a child's growth and development. The family plays a crucial role in shaping a child's attitudes and behavior. Interviews with six students who were victims of broken homes in grade XI revealed that this had a significant psychological impact on their emotional well-being, self-confidence, social relationships, identity formation, and self-development. The findings of this study indicate that students' awareness of their family situation arises through the process of comparing their own family conditions with those of their peers. Previous studies have not yet addressed how a child becomes aware of their broken home, but have addressed the impact of a broken home on a child.

Students who are victims of broken homes feel sad because their families are not the same as other families, do not want to talk about their families when asked, and are not close to their parents. From the results of the observations carried out, there was 1 informant who was female but had a tomboyish appearance because the informant was distant from her father. From the results of the interview it was also found that they felt difficulty when asked to explain their feelings to others. All informants also had hopes of getting love and attention from their parents, even though their parents were separated at least they could be together for the sake of their children. The majority of informants' social relationships with other people were happy if they spent time with friends or other people so that the informants did not often overthink. Their perception of family in the future was that they had not thought about having a relationship, did not want to have a relationship in the future because they were afraid of having a partner like their father, but some also still wanted to have a relationship in their future.

Through this research, it is hoped that guidance and counseling teachers and counselors can better identify and address students from broken homes, enabling them to provide counseling services tailored to their needs. The research is still imperfect, focusing solely on the psychology of high school adolescents. Therefore, future researchers can identify students who are victims of broken homes using quantitative methods and research at different levels. Furthermore, future researchers can also examine the effectiveness of counseling services using specific techniques to help students who are victims of broken homes.

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