Psychological Well-Being in Broken Home Students

Muhammad Farid Ilhamuddin

Universitas Negeri Surabaya, Jl. Lidah Wetan, Surabaya 60213, Indonesia

Corresponding Author e-mail: muhammadilhamuddin@unesa.ac.id

Abstract

Disharmony in a family, which is the result of a broken home, can have an impact on the level of individual psychological well-being. This study aims to describe the psychological well-being of students who experience broken homes. This study uses a qualitative method with a case study design. Participants were selected using a purposive sampling technique with the characteristics of students being male and coming from broken home families. There were three participants, namely BO, LC and STW. Collecting research data by means of in-depth interviews and participant observation. The results showed that the three participants had different aspects of subjective well-being. Psychological well-being BO is less positive while LC and STW are positive. The results of this study can be used as a reference regarding the development of effective inventions by taking into account the characteristics of the participants found.

Keywords: psychological well-being, broken homes

INTRODUCTION

The family is a social unit consisting of individuals related by blood, marriage, adoption, or other social ties (Reiss, 1971) . Family can also be defined as a group of people who live together and depend on each other to meet their physical and emotional needs (Lestari, 2012) . Lestari (2012) further explained that the family is the smallest social unit that forms society. The family is the place where the earliest and most important social interactions occur in human life. The family is also a place where individuals learn the values, norms and culture that apply in society. Both definitions describe the family as an important social unit in human life, where individuals are interrelated and need each other. The family is also a place for the formation of individual character and values that will shape patterns of interaction in the wider community.

According to Willis (2013) , the formation of a happy family involves several factors that are interrelated with one another, namely (1) Good communication: Open and honest communication between family members is an important factor for creating strong bonds and strengthening family relationships; (2) Mutual respect: Family members need to value and respect each other. This will help create a positive and mutually supportive family environment; (3) Maintaining trust: Trust is an important factor in forming healthy and happy relationships in families. Each family member must maintain trust in one another and avoid behavior that could undermine that trust; (4) Handle conflict well: Conflict is normal in families. However, it is important for family members to learn to deal well with conflict and not let conflict ruin family relationships; (5) Prioritizing time together: Prioritizing time together as a family is important for creating strong bonds and forming fond memories; and (6) Maintaining a balance between individual and family needs: Each member of the family

has individual needs that need to be accommodated, but it is important to maintain a balance between individual needs and the needs of the family as a whole.

By paying attention to these factors, it is hoped that the family can create a positive, mutually supportive and happy environment. However, every family has its own uniqueness and challenges, so there needs to be effort and commitment from every family member to maintain family harmony and happiness. Not all families can become an ideal family, as a result of which various individual attitudes in dealing with families do not match their expectations. One of them is a broken home family.

Santrock (2011) states that broken or separated families have a significant psychological impact on children up to student age. Some of the psychological impacts that can occur include (1) Emotional disturbances: Children from broken home families tend to experience emotional disturbances such as anxiety, depression, and emotional instability. This can happen because of feelings of insecurity and uncertainty experienced by children; (2) Low self-esteem: Children from broken home families may feel inferior because they feel that their family's condition is not the norm or standard recognized by society. This can have an impact on a child's social and cognitive development; (3) Disturbances in interpersonal relationships: Children from broken home families may have difficulty forming healthy and well-established interpersonal relationships. This can happen because children lack experience and skills in building relationships with other people; and (4) Risk of unhealthy behavior: Children from broken homes tend to be more prone to developing unhealthy behaviors such as smoking, drinking alcohol, and using illegal drugs. This can happen because children are looking for ways to overcome the insecurities and uncertainties they experience.

Broken home, or a broken household, can have a negative impact on individual psychological well-being (Nurnaningsih et al., 2022; Santrock, 2011) . The impact can vary depending on factors such as the individual's age, parental relationships after the divorce, available social support, and how quickly the individual can adjust to the changes. (Wulandari & Fauziah, 2019) . Psychological well-being can be defined as a condition in which a person feels prosperous and happy with his life as a whole, and has positive attitudes such as self-acceptance, purpose, positive relationships, personal independence, and growth (Munandar et al., 2020; Ryff , 2014) . Furthermore, Ryff (2014) explains six dimensions of psychological well-being, namely (1) Self-acceptance or self-acceptance: Includes recognition and acceptance of oneself, both positive and negative sides; (2) Positive relations with others or positive relations with other people: Includes the ability to foster positive interpersonal relationships and obtain adequate social support; (3) Autonomy or autonomy: Includes the ability to make their own decisions and be responsible for those decisions; (4) Environmental mastery or environmental mastery: Includes the ability to master the physical and social environment so that it can fulfill needs and achieve life goals: (5) Purpose in life or life goals: Includes a clear purpose in life and gives meaning and meaning to one's life; and (6) Personal growth or personal growth: Includes the urge to continue to grow and develop as individuals.

In achieving psychological well-being, individuals need to create a balance between their physical and psychological needs, and pay attention to environmental aspects that can affect their well-being. In addition, social support and positive activities that match personal interests and values can also help improve psychological well-being (Abidin et al., 2020) . Research into the impact of a broken home on psychological well-being is important because it can provide useful information for health professionals, educators, parents and affected individuals. (Ramadhani et al., 2016) . This study focuses on describing the psychological well-being of students who experience broken home families. This research can help develop effective interventions to help individuals affected by broken homes. By knowing the negative impacts that may occur, related practitioners can develop appropriate interventions to help individuals overcome these problems (Suranto & Sugiarti, 2021) .

METHOD

In this study using qualitative methods. Qualitative research. According to Creswell (2014) , in qualitative research, researchers do not manipulate variables and adjust the conditions of the place. This aims to keep the research object in a natural condition so that researchers can observe and understand the research object as a whole and in more depth. In addition, researchers also play a role as key instruments in data collection and analysis, so their existence is very important in ensuring the validity and reliability of research results.

More specifically, the research design uses case studies. Selection of participants with purposive sampling technique whose characteristics are adjusted to the research objectives. Students who have an incomplete family structure, this reason is because if one of the heads of the family dies or is divorced, they do not show affection during the growth period from childhood to becoming students. There were 3 research participants, namely BO, LC, and STW. The three participants had the same gender, namely men. Participant data was obtained through in-depth interviews and the participant-observation method.

RESULTS AND DISCUSSION

Obtaining data from interviews with participants, described in narrative form. The results of the data analysis are described using the ***psychological well-being*** aspects contained in the interview guide. In this study there were three main participants namely BO, LC, and STW.

BO participant

The first participant in this study had the initials BO, the first interview session with BO was conducted in the counseling room. Briefly a summary of the results of interviews with BO is presented in Table 1.

Table 1. BO Participant Theme Units

Theme	Theme Units
Identity	BO participants are students who have an incomplete family structure
Accepting yourself	Still feel uncomfortable in the family and in the community and peers are still *joining in.*
Positive relationships with others	Less familiar with other family members, especially with siblings and parents. BO is easily embarrassed and feels bad, so he does things against his will
independence	Not yet able to do house schooling as a whole, for example washing clothes.
Environmental Mastery	Sometimes angry at homeschooled sisters. At school he often *skips classes* and often drinks or drugs
Purpose of life	BO has a life goal that is aimed at making his mother happy, paying off his motorcycle.
Self-Development	BO participants do not have maximum self-development, according to BO their self-development stops because there is no guidance and stops because of a negative life and according to BO self-development is obliged to produce an economy

It can be concluded that the condition of psychological well being in BO participants is less positive because it can be identified that even though they are able to accept themselves, BOs have low life goals, lack positive relationships, become individuals who are less independent, are less able to engage with the environment, and are personally lacking growing too.

LC participant

The second participant in this study with the initials LC, the interview was conducted at the

LC school terrace and based on the interview results above, can be summarized as shown in Table 2.

Table 2. LC Participant Theme Units

Theme	Theme Units
Identity	LC participants are individuals whose family structure is incomplete
Accepting yourself	LC considers himself a lucky person and accepts himself well. LC
Positive relationships with others	Has a warm relationship with the Buddhist family and other extended families. In the community and school environment have close friends and help each other
Independence	LC since childhood studied independently, was educated directly by his late mother to do home schooling and schooling to fulfill himself. When entering school, they are used to it and already have experience to make ends meet
Environmental Mastery	LC is able to sort and choose things that are useful and good for themselves and their small family, even though they have fallen into negative things. LC was able to manage time well.
Purpose of life	LC has a life goal, to make his extended family and relatives happy who have cared for and raised him until now.
Self-Development	Participants do not have self-development, self-potential that has been maintained until now. Many obstacles and things left LC in himself after he was busy fulfilling his school's needs.

Psychological well-being condition of the LC participants is more positive because it can be identified that they are able to accept themselves, RY has enough goals, develops positive relations, is independent, and is able to relate well with the environment. However, LC needs encouragement to be more able to grow personally to develop his own potential.

STW participants

The third participant in this study with the initials STW, interviews with STW were conducted in the canteen. Based on the interview results above, it can be summarized as shown in Table 3.

Table 3. STW Participant Theme Units

Theme	Theme Units
Identity	STW participants are individuals from *broken home families*
Accepting yourself	Being able to accept yourself well after studying religion, so many things from within him change your perspective, goals and hopes for life
Positive relationships with others	Does not have close friends or other people who can be trusted
Independence	Have studied independently and been educated since childhood, doing home schooling and their own needs.
Environmental Mastery	Experienced social withdrawal and self-isolation.
Purpose of life	Have a life goal to make grandma and family happy

Theme	Theme Units
Self-Development	Being able to develop oneself internally, namely in the process of having good habits, bringing up positive attitudes to change to a better state.

It can be stated that the condition of *psychological well-being* in STW participants is more positive because it can be identified that they are able to accept themselves, STWs have life goals, develop positive relationships with others, become independent individuals, and are able to control the environment, and are able to grow personally to develop self-potential. The results showed that BO participants were dominated by environmental factors outside themselves (eg friends) which played a less positive role, because they had to behave according to the wishes of the environment so that it affected their own level of psychological well-being (Amawidyati & *Utami* , 2007) . BO participants should choose environmental friends who make them more comfortable and avoid relationships with people who cannot respect themselves or others.

The LC participants were dominated by internal factors to improve *psychological well-being* , from good life goals so that internal factors increased, so that they had a high sense of fighting. STW participants experienced positive psychological well-being because they were driven by internal factors, namely having their own life goals, being independent, growing personally and actually being able to control their surroundings. Full awareness within STW makes STW view the importance of self-introspection, self-evaluation so that in living life it gets better and has a positive impact. The results of other studies show a similar thing, where psychological well-being as one's self-fulfillment and self-realization, becomes a source of self-resilience in facing difficulties and can still function positively, be personally strong, and stay mentally healthy (Camões-Costa et al., 2022 ; Liu et al., 2012; Ryff, 2014) . Therefore psychological well-being refers to individuals who are able to develop their potential and abilities optimally so that they can function positively as well as function both physically and psychologically (Khairudin & Mukhlis, 2019; Linawati & Desiningrum, 2018; Wardiyah, 2013) .

CONCLUSION

From the data of the three participants, it can be concluded that psychological well-being with families with broken homes, namely BO, is less positive, while LC and STW are positive. The role of positive internal factors, namely self-acceptance, life goals, independence, and personal growth can help individual subjective well-being. The role of the environment that is positively related to other people also influences the individual's subjective well-being positively.

RECOMMENDATION

From the results of research related to participants who experience broken homes, it is hoped that participants will recognize the efforts that have been made. The participants should continue to improve their psychological well-being which they feel can help reduce the pressures and problems they face in their lives. The community should also provide social and moral support so that they can become role models for many people, by providing support and reducing the stigma or bad judgment of individuals from broken home families.

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