

Construction of the Meaning of the Self-Concept of Broken Home Children

Hani Yuniani

hany.hun@bsi.ac.id

Mike Indarsih

mike.mih@bsi.ac.id

Fajar Diah Astuti

dawn.fja@bsi.ac.id

Horidatul Bakiyah

horidatul.hbk@bsi.ac.id

Kikih Setiyani

kikihsektiyan77@gmail.com

Universitas Bina Sarana Informatika

ABSTRACT

One of the basic foundations for someone to choose and decide what to do is the construction of individual thinking. Time and the environment to which individuals adapt form structure. Additionally, each person has their own conception of how a marriage will affect them individually and their family formation. Marriage and family formation are socially seen as mandatory activities because it is assumed that everyone will experience it and must marry or start a family. This is a unique concern for children growing up in broken homes regarding the development of their marriage and family arrangements. Children who come from broken homes have fears and stress about marriage and family development. As normal young people from broken homes have done primary exploration and have worries about going to marriage and framing family after that, they feel injury and fear about how to run a big family. Researchers use phenomenological and purposive techniques in qualitative research. Considering that the examination that has been completed found that young people who live in broken families are afraid of getting married and starting a family, they imagine that they do not yet dare to step into marriage. Even though there are some young people who already have partners, they still need to be more open about moving up to a higher level of marriage. Additionally, the study found that children in homes with broken families believe that getting married or starting a family is a complex process that requires much planning and thought.

Keywords: Construction; Self-Concept; Broken Home

INTRODUCTION

According to Soelaman (1994:16), "Family" is a group of people living together in the same space and language. Family is also one roof of society, so a family can experience happiness if a partner, adult children, and a child are present and live together and share joy or sorrow. A family generally consists of a father and mother, the main forum for building harmony within a smaller and more structured unit of society. Almost every family displays harmony and cohesion while protecting each other from interpersonal conflict or intrigue between family members or groups. However, some families in society still do not feel harmony in the family and are looking for their own way of life. One of the reasons for this is divorce, such as friends and unstable relationships. This also allows a child to spend every day with his closest friends. Of course, the parenting styles received by children are different, and they live together with their father and mother.

This case of family dissolution, which is also commonly called "family divorce", has fatal consequences for other family components, thereby exacerbating social tensions, especially for children. (Adli:2023). When two people next to them experience danger, children will experience changes in their brain and body, especially if they lack a guardian or other support system. Although children from broken families often have a more positive outlook on life, not many of them later experience depression or other mental health problems. The divorce rate in Indonesia has increased from year to year. Many minor conflicts trigger arguments that have the potential to lead to divorce. The father or mother is often absent from home or does not give a sincere apology, so even though the two of them are not in conflict, the group's social structure does not improve(Adli: 2023).

This causes the child to experience a paternal attachment crisis, causing his routine to always be out of sync. It can be concluded that the affected child is emotionally unstable. Thus, the social relations between the children concerned could be better. And deviant social behaviour regularly. A single family or one consisting of only a father or only a mother, apart from impacting social relationships, can also impact the development of a child's maturity in terms of thinking and character. Children who live in "broken homes" may experience bullying, resulting in development in the social environment. The phenomenon of "broken homes" or families in dire straits due to interpersonal conflict or loss is a primary focus of social and psychological research.

In this context, children are neglected in the environment of a "broken home". They regularly have unique challenges when constructing their own identity. The construction of self in children of family members involves crucial dangers in constructing one's identity as a whole(Satata: 2021). Many factors can cause children from separated family backgrounds or broken homes to have negative behaviour because negative things very easily influence the mental conditions of these children. Problems that exist in the family can be in the form of less harmonious interactions between family members, divisions in the household,

economic conditions that are less able to meet life's needs, parents' lack of attention to their children's learning achievements at school, such as a lack of motivation to learn, this explained by (Hafiza & Mawarpury:2018).

This situation puts a child at risk of becoming clouded and uncoordinated, as well as prolonged and embarrassed about the condition of the group as a whole. Maybe some children from broken home families are unhappy with their lives and engage in negative activities such as smoking, drugs and drinking, as well as negative activities that they get from the surrounding environment. Because of their tenacious and confused initial state and the absence of assistance or guidance from their immediate family, any assistance they provided at that time was limited to helping them find temporary pleasure and resolve their pressing problems. This research examined the construction of self-meaning among children who are victims of broken homes. The urgency of this research is the negative stigma experienced by a child who is a victim of a broken home, which has a big impact on the communication patterns that will develop in society.

LITERATURE REVIEW

Previous Related Study

The dissolution of the family unit, which is also commonly referred to as "family divorce," has the potential to have fatal consequences for other family components, thereby exacerbating social tensions, particularly for children. (Adli: 2023). When two individuals in close proximity experience danger, children will experience changes in their brain and body, particularly if they lack a guardian or other support system. Although children from broken families often have a more positive outlook on life, not many of them later experience depression or other mental health problems. The divorce rate in Indonesia has increased annually. Minor conflicts frequently give rise to arguments that have the potential to lead to divorce. The father or mother is often absent from home or does not offer a sincere apology, even when the two parties are not in conflict. This results in a lack of improvement in the social structure of the family unit (Adli: 2023).

In this context, children are frequently neglected in the environment of a "broken home." They frequently encounter unique challenges when attempting to construct their own identity. The construction of self in children of family members involves crucial dangers in constructing one's identity as a whole (Satata, 2021). A multitude of factors can cause children from separated family backgrounds or broken homes to exhibit negative behavior due to the ease with which negative influences can affect the mental conditions of these children. The family unit is a fundamental social institution, yet it is not immune to the challenges that affect all human societies. Problems that exist in the family can manifest in various ways, including less harmonious interactions between family members, divisions within the household, economic conditions that are less able to meet life's needs, and parents' lack of attention to their children's learning achievements at school, such as a lack

of motivation to learn. These challenges are well-documented in the literature (Hafiza & Mawarpury:2018).

Constructivism

Berger and Luckmann explain social reality by separating the sense of truth from knowledge. Facts are described as high qualities embodied in diagnosed facts with a life (Being) that is impartial to our will. According to Berger and Luckmann, there are two main tools of reality related to expertise: subjective truth and objective facts. Subjective facts in the form of personal understanding. Furthermore, subjective reality is a construction of the definition of facts owned by individuals and constructed through internalization. Each person's subjective truth becomes the basis for participating in externalization methods or systems of social interaction with different individuals in social forms. Through externalization, collective individuals can realize and give structure to the fact of new goals. Even as objective truth, it is considered a social reality.

Furthermore, objective reality is the complexity of defining truths and established and modelled actions and behaviours, all of which people may commonly perceive as information. People who live in a particular social context carry out a system of interaction with their environment simultaneously. With this interaction process, society has many dimensions of social facts, which, on the one hand, can help each other but can also weaken each other. Society lives in objective dimensions and facts that are constructed through moments of externalization and objectification, and subjective measurements are constructed through moments of internalization. Moments of externalization, objectification and internalization will continue to occur dialectically.

Broken Home

According to Nasrul Effendy, the family is a small society consisting of the head of the family and other family members who gather and live in a household because of blood ties and marriage ties or adoption, where each member is mutually dependent and interacts. According to Save M Degum (2002), a broken home is a lack of attention from the family and love from parents or families whose parents have busy lives. In this way, children will be born who experience a personality crisis so that their behaviour is often inappropriate. Broken homes have a significant impact on children's psychological development. According to the complete psychology dictionary, a broken home is a situation where the family experiences a breakdown, or the household is in disarray; the condition of the family or household without the presence of one of the two parents (father or mother) caused by death, divorce, leaving the family, etc. Conflicts in the family begin to emerge, such as parental quarrels, busy parents, economic problems, and so on, which threaten family harmony. Family conditions like this will trigger a rift in the family or what is usually called a broken home.

A broken home or incomplete family is a depiction of a family in disarray or no longer harmonious due to disagreements, quarrels, and divorce. This condition has an impact on Broken Homes and Lifestyles, especially on children, which is likely to cause these children to have a different style—lousy life. Meanwhile, according to psychiatrist and psychotherapist Frank Anderson in *Verywell Mind*, a broken home or broken family is a situation that includes unhealthy or broken relationships within the family unit.

Self-concept

According to George Herbert Mead (Bruns, 1993, p. 19), self-concept is an individual's views, assessments and feelings about himself that arise from social interaction—the product of social processes, especially communication between people. The self-concept of Mead is not like that usually used in pure psychology, which usually states that the self is another entity that originates from within oneself (George et al., 2019). According to Rogers, self-concept describes an individual's perception of himself and his relationship with objects or other people in his environment. Hurlock defines self-concept as a person's understanding and expectations regarding how they aspire to be and how they are in actual reality, both physically and psychologically. The structure of the self-concept is formed from various experiences in stages, meaning that the structure is formed for the structure of subsequent experiences. According to Ghufon and Risnawita (2014), self-concept is what one thinks and feels about oneself. Self-concept is defined as a person's image of themselves, a combination of their physical, psychological, social, emotional, and aspirational beliefs and achievements. Self-concept is one aspect that is quite important for individuals in their behaviour. A person's environment constantly changes, but self-concept remains relatively stable. Furthermore, according to self-theory, self-concept is a frame of reference through which individuals interact with their world, through which individuals interact with their world; self-concept has a strong influence on human behaviour. Based on the various explanations above, it can be concluded that self-concept is the view of oneself in actual reality, both physically, socially, and psychologically, which is obtained through the individual's experience and interaction with other people, as well as how the individual compares himself with other people with the ideal things he determines.

METHOD

Design and Samples

The approach used in this research is qualitative; qualitative research does not use calculations or scientific research that emphasizes the natural character of the data source. Meanwhile, according to Sukmadinata, qualitative research is research proposed to describe and analyze phenomena, events, activities, social attitudes, beliefs, perceptions, and thoughts of people individually and in groups. This type of research is a case study because research uses a qualitative approach and includes

case study research; the results of this research include descriptive analysis in the form of written or spoken words from the observed behaviour, especially related to how to understand the construction of the peer communication process with the environment in the form a self-concept. An examination strategy is a logical system, steps or techniques for obtaining information with clear goals and uses for research purposes. Sugiyono (2018:2) explains that research methods are a scientific approach to obtaining data for specific uses. According to the philosophy of science, "scientific" refers to research activities based on scientific characteristics such as rational, empirical, and systematic. Nazir states that the scientific research method is a pursuit of truth governed by logical considerations. The research method is a scientific way to obtain data with a specific practical purpose. The subjects were children who had experienced familial disruption, including those from broken homes.

Instrument and Procedure

Researchers use the research method to achieve goals and determine answers to the problems posed. Regarding qualitative methods, Steven Dukeshire and Jennifer Thurlow's qualitative research concerns non-numerical data and collecting and analyzing narrative data. Qualitative research methods are mainly used to obtain data rich in in-depth information about the issue or problem to be solved. The qualitative method uses an in-depth interview focus, and observation plays a role in collecting data. The main activity in every research is data management or data collection. In qualitative research, research is a crucial instrument in data collection. Data management is done through observation, in-depth interviews, and interview documentation studies. The longer you spend in the field, the more and more varied the amount of data collected will be.

Data Analysis

After the researcher understands the problem being researched, namely the factors that influence it, and pays attention to its problem formulation, the researcher enters the research site. In qualitative research, data management activities, data analysis and testing are carried out simultaneously. This technical analysis has three steps: data reduction, data display (data presentation), and conclusions and verification.

RESULTS AND DISCUSSION

A brief description of the first informant with the initials YM is a child from a broken home because his parents decided to separate. After his parents separated, custody fell to his mother. This causes a lack of communication, which causes YM's development to be less; Lina even closes herself off from the social environment. However, YM always helps her mother by washing, sweeping, mopping the house, and ironing clothes. Because YM felt sorry for her mother because she was tired of working to support her and her younger sister, he was annoyed and angry and hated his father because of the divorce. He vents everything by playing with friends,

sometimes feeling jealous of seeing the integrity of his friend's family. However, as time passed, the subject was able to accept his parents' divorce, even though the feeling of trauma and disappointment became a subject trying to accept the current situation of his family. The actual situation made YM experience trauma due to her parent's divorce, but YM had to endure everything. The second informant with the initials AD is the younger brother of YM, a child from a broken home who is listed above. AD is very different from YM. Before her parents separated, Ami was a very cheerful child and dared to reveal everything to her parents. However, since her parents separated or became a child from a broken home, AD likes hanging out with her friends, coming home too late, skipping school, playing with cell phones during school hours, etc.

AD is quite a naughty child because before his parents divorced, he was always spoiled by his father, and now he no longer lives with them, and his father has remarried and has a new family. So maybe Ami felt very disappointed with her father, so much so that her behaviour changed. Her father rarely saw her, so Ami felt that her father no longer loved her, she felt depressed, uncomfortable at home, and always felt sad, which caused her trauma that in the future would never happen again. As time passed, the subject had communicated again with his father. Because of his disappointment, he had not communicated with his father for a long time. The third informant, ZA, is a child from a broken home because her parents divorced when Amel was still small. The problem that triggered Amel's parents' divorce was economic; since she was little, Amel lived with her mother. How many years did his mother fall ill and finally die? ZA was devastated by the loss of her mother because her mother was the one who looked after ZA until she grew up as a teenager.

After her mother died, ZA was confused about who to live with because her father had remarried another woman, and her stepmother did not like her. However, his father asked ZA to live with his father because his mother had died. Finally, ZA wanted to live with her father even though her stepmother did not like it. After living with her father for some time, ZA lived under pressure from her stepmother daily. For this reason, ZA decided to move to her aunt's house to live with her aunt, not her father. So that the pressure from his mother will no longer be experienced, it turns out that living with her aunt is the same as not having too many freedoms and restraints and living like a slave in the house. Sometimes, ZA thinks about the future, whether she can live independently or not, and whether she can finish school. Because her father rarely provides support for ZA because of her stepmother.

Therefore, ZA survived as hard as possible living with her aunt even though her life was not accessible because she was still given pocket money and food even though she was like a slave in the house. ZA is a quiet child who cannot express what he feels is always suppressed. It is very likely that Amel's mental state has been damaged and must be repaired so that she can live in peace and be able to survive and continue her life in the future. ZA often thinks about ending his life,

perhaps because he is mentally disturbed because his parents have not played a role in the development of his life so far, and there has been no strong support from his family. The fourth informant, NP, is a child from a broken home. His parents divorced when NP was still in junior high school because his father had an affair with another woman, so NP's mother decided to divorce his father, Nabil because NP's father had an affair. NP was devastated when she heard the news that her father and mother were going to divorce. However, it was inevitable that the divorce would happen because NP's mother could no longer be with her father, who was having an affair. Nabil's heart felt very broken, having to accept the separation of his parents.

Now, NP must be prepared to choose one of his parents to live with NP. NP is very confused about who to choose between his father or mother to take care of him. The NP decided to live with his mother because the NP felt that the mother was the one who was very capable of taking care of the NP. This incident devastated NP, losing one of her parents, who no longer lived in the same house. NP feels embarrassed, insecure with friends, and feels very traumatized by the incident involving NP's parents' separation. Gradually, NP was willing to accept it, but not with the trauma still lingering within NP. Hopefully, NP can escape his trauma so that he can live his life well in the future.

Based on the results of the research above, it was concluded that there were informants who had a negative self-concept due to not understanding the meaning of divorce accompanied by attention, affection and sincerity on the part of the family who provided education and parenting patterns for children who better understood the meaning of life's journey, based on the informant's confession. The communication process in broken-home families in the community environment occurs quite well, where the situation always goes well without obstacles. In contrast, communication with family members still goes well between the child and the father, while the child and the mother have yet to interact interpersonally. But rather a connection via cellphone channels. This is because the residences of broken home family members are different. Most families who have experienced broken homes no longer live in the same house.

The following summary of the research results: (1) Informants' understanding of broken home families. Most informants understand that broken home families are no longer harmonious and no longer communicate well. (2) The causes of broken home families are, on average, A broken home family is the problem of divorce, as well as differences in views between the two parents so that they decide to separate and then divorce. (3) What efforts are made in the family to overcome the problem of a broken home? Communication efforts are the path most often taken by families who experience broken home problems. (4) What communication process occurs in broken-home families in the community? It is still going well, where there is more communication between one of the parents due to living in the same house, while those who no longer live together rarely communicate. (5) What form of communication often occurs in families

experiencing broken home problems? Communication Telephone media and cell phones are more dominant in families who have experienced broken home problems, while interpersonal communication is rarely carried out. (6) Do communication barriers seem nonexistent, only encountered when communicating with the surrounding community? Personal obstacles, psychologically, feeling embarrassed by the status of a broken home family?

Communication barriers create individuals who are closed, less friendly, isolate themselves and consider the environment (other people), not a safe place to talk or tell stories and express thoughts and feelings. The informant I studied was a child who previously lived happily with his father and mother, and in the end, this child lived only with his mother because his father and mother divorced. The informant's self-concept is now that he does not believe in himself, closes himself off, has difficulty trusting, is easily afraid, is always sad, is quiet, has high emotions, is a naughty child, is a disrespectful child, is disobedient to his parents, dares to speak, and is selfish. Based on the research results, both subjects had a negative self-concept. At first, the four subjects blended in with the environment and behaved openly, confidently, well with their parents, respectful towards them, and diligent. Gradually, it turns into not being confident, withdrawing from the environment, becoming closed, going against parents, and becoming lazy. Due to his parents' divorce, the subject initially had a positive self-concept; now, it has changed to a negative self-concept due to a lack of good understanding of the subject's self. The subject must now be embraced and given an understanding of his self-concept, which is unsuitable for him now. Must get support from the environment to return to normal. Therefore, a negative self-concept can be directed to a positive self-concept through self-knowledge, self-expectation, understanding self-concept and making peace with the situation.

CONCLUSION

Based on research conducted by researchers, it can be concluded that: (1) Divorce of parents will make children tend to be quiet, not cheerful, do not like to socialize, their enthusiasm for learning will decrease due to lack of motivation, restlessness, confusion, anxiety, shame, sadness will appear—revenge, hatred so that the child will be disturbed behaviorally and emotionally. Seeing the risk of severe consequences, especially for children, it would be better if divorce was avoided. Minimizing family conflict is necessary to strengthen a family. (2) Changes in respondents' attitudes towards parents and the surrounding environment, children have drastic changes. Children sometimes feel easily discouraged, become silent and difficult to interact with. (3) The child will feel disappointment, hatred, and annoyance, and annoyance will form after one of his parents leaves him and experiences a broken home, which causes the child to experience changes and always feel uncomfortable with the current situation.

REFERENCES

- Adli, F. (2023). *Analysis of the Impact of Broken Home Families on Religious and Social Behavior in Children*.
- Apriani, V., Utamidewi, W., & Nurkinan, N. (2021). CONSTRUCTION OF SOCIAL REALITY AND SELF-MEANING SURVIVOR COVID-19 IN JAKARTA. *DISCOURSE: Journal Scientific Knowledge Communication*, 20(1). <https://doi.org/10.32509/wacana.v20i1.1395>
- Fathonah, D., Hendriana, H., & Rosita, T. (2020). DESCRIPTION OF SELF-ESTEEM OF STUDENTS FROM BROKEN FAMILIES HOME AT SMAN 1 Ciwidy. *FOCUS (Guidance & Counseling Study in Education)*, 3(4), 129. <https://doi.org/10.22460/focus.v3i4.5788>
- Hafiza, S., & Mawarpury, M. (2018). The Meaning of Happiness by Broken Home Teenagers. *Psymphatic: Journal Scientific Psychology*, 5(1), 59–66. <https://doi.org/10.15575/psy.v5i1.1956>
- Lie, F., Puspa Ardini, P., Utoyo, S., & Juniarti, Y. (2019). Growth and Development of Broken Home Children. *Pelita Journal Preschool*, 4(1), 114–123. <https://doi.org/10.33222/pelitapaud.v4i1.841>
- Mokalu, PV, Harilama, SH, & Mewengkang, N. (2015). *CHILDREN'S SELF-CONSTRUCTION POST-DIVORCE PARENTS IN THE NORTHKAROMBASAN COMMUNITY ENVIRONMENT, WANEA DISTRICT MANADO CITY*.
- Pratiwi, IW, & Handayani, PAL (2020). *SELF-CONCEPT OF ADOLESCENTS WHO COME FROM BROKEN FAMILIES HOME*. 9(1).
- Priska Adristi, S. (2023). The Role of Parents in Children from Broken Home Family Backgrounds. *Lifelong Education Journal*, 1(2), 131–138. <https://doi.org/10.59935/lej.v1i2.30>
- Satata, D. (2021). Self-Disclosure of the Independent Characteristics of Only Children in Broken Home Families. *Journal Perceptual Psychology*, 6(1), 53–65. <https://doi.org/10.24176/perceptual.v6i1>