The Impact of Parental Divorce on the Mental Health of Children from Broken Homes in Jatisrono Village

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ABSTRACT

The increasing rate of divorce in Indonesia has raised concerns about its psychological consequences on children, particularly those from broken homes. This study aims to analyze the impact of parental divorce on the mental health and social adjustment of affected children and to explore the emotional responses that emerge after family separation. A descriptive qualitative method was applied in Jatisrono Village, Semampir District, Surabaya Regency. Data were collected through semi-structured interviews, non-participatory observations, and documentation, involving four child informants who experienced parental divorce. Thematic analysis produced three dominant themes: (1) emotional instability, characterized by prolonged sadness, anger, and feelings of loss; (2) social withdrawal, indicated by difficulties in interacting with peers and reduced participation in social activities; and (3) academic decline and low self-confidence, reflecting the psychological burden of parental separation. The findings demonstrate that divorce significantly influences children's emotional well-being and social functioning. This study emphasizes the need for consistent emotional and social support from families, educators, and communities to help children adapt and maintain mental stability. The insights gained can guide the development of preventive and rehabilitative programs to minimize the negative psychological effects of divorce on children. The findings highlight the crucial role of emotional and social support from families, educators, and the community in helping children adapt and maintain their mental well-being after parental divorce.

Keywords: Children from Broken Home, Mental Health, Parental Divorce, Psychological Impact

INTRODUCTION

Generally, a family consists of a father, mother, and children. The father and mother serve as parents to their children. However, in real life, families are often encountered where one parent is absent. This condition is referred to as a single-parent family or a family that has experienced separation (divorce) (Lie, Puspa Ardini, Utoyo, & Juniarti, 2019). Divorce can be defined as the termination of a husband and wife relationship, decided by law or religion (talak), due to the absence of mutual attraction, mutual trust, and compatibility between them, leading to disharmony in the household (Hasanah, 2020).

Cases of single-parenthood due to divorce occur frequently worldwide, including in Indonesia. This is evidenced by research findings indicating that the percentage reported by the Statistics Unit of the Indonesian General Court Administration (2018) states that the divorce rate increases by 50% annually. The number of divorces in Indonesia in 2020 reached 520,435 cases. The divorce rate in East Java in 2020 reached 6,011 cases. According to data from the Probolinggo Regency Religious Court, in 2021 there were 2,211 divorce cases in Probolinggo, East Java (Sary, 2022). The rising divorce rate in Indonesia does not only apply to a few provinces but occurs almost throughout all provinces in Indonesia. The three provinces experiencing high divorce rates are West Java, East Java, and Central Java (Tristanto, 2020).

The factors contributing to the high divorce rate in Indonesia are evidenced by previous research findings, which state that several factors include the following: the prevalence of early-age marriage, which can increase the risk of divorce due to the lack of financial readiness and emotional maturity. Young marriages often involve carefree thinking without long-term consideration, so when a mistake occurs by one party, they immediately choose to take divorce action (Sofyan & Zaini, 2019). Infidelity is also one of the main factors causing the high divorce rate in Indonesia. Based on a survey conducted by the Research and Development Center for Religious Life of the Indonesian Ministry of Religious Affairs, 54% of divorce cases are caused by infidelity. Specifically, Article 5 of Law Number 25 of 2004 states a prohibition against acts of violence in the household against family members, with details as follows: Physical Violence: Every individual is prohibited from performing acts of physical violence against their household members. Psychological Violence: Prohibited from performing psychological violence in the household, encompassing all forms of actions that can harm the mental or emotional well-being of family members (Ginting, Arcelya, Hernico, & ..., 2023). This is highly

detrimental and can potentially lead to cracks in the household, thus becoming a reason for divorce. The next factor is unstable economic issues, particularly related to unmet economic needs, both primary and secondary, as well as other complete needs, leading to disputes that can end in divorce (Science, 2024). External factors can also cause divorce in the household, as interference from others or parents will worsen the condition, leaving no hope for maintaining the marital relationship.

There are numerous forms of divorce, and the act of divorce not only impacts the parties involved, such as the husband and wife, but also affects the mental health of children, manifesting as stress, phobia, sadness, confusion, and an inability to express feelings of parental loss, as well as reduced imagination and self-confidence at home and school (Khotimah & Ula, 2023). Not limited to that, the mental conditions commonly experienced by children post-divorce include withdrawal, acute sadness, trauma, and depression.

A child from a broken home is a child who grows up in an incomplete family or one experiencing serious conflicts, such as divorce, domestic violence, or a lack of emotional attention from parents (Fanani, Fuad, & Siregar, 2024). This condition often significantly influences the emotional and psychological development of the child. According to Hetherington & Elmore, a child from a broken home is a child living in a family where both parents do not fulfill their roles

fully due to divorce, death, or prolonged conflict. Hurlock states that emotional pressure resulting from the loss of family stability is the primary challenge faced by children from broken homes.

Children from broken homes typically exhibit characteristic traits, such as emotional issues including anxiety, sadness, or easily triggered anger, as well as feelings of loss and low self-esteem (Kadondo, 2022). In terms of behavior, they tend to show increased aggressiveness, rebellion, or conversely, become withdrawn and isolate themselves from social environments. Academic difficulties are often experienced, such as declining learning performance due to lack of concentration and motivation. In social relationships, children from broken homes frequently struggle to build trust in others, feel isolated, or have few friends. The impacts on mental health include a high risk of developing depression or anxiety disorders, and in some cases, tendencies toward substance or alcohol dependence. Pessimistic attitudes toward the future also commonly emerge, such as the loss of hope for a harmonious family and a tendency to avoid long-term relationships due to fear of similar experiences. Children from broken homes often experience mental health disorders due to unstable family dynamics. Social support, counseling, and a supportive environment can serve as crucial factors in helping these children face and overcome the challenges they encounter in their lives.

Mental health is a condition in which an individual is able to manage emotions, thoughts, and behavior in a balanced manner, thereby enabling them to cope with life stressors, build healthy social relationships, and engage in daily activities productively. According to the World Health Organization (WHO), mental health encompasses emotional, psychological, and social well–being, not merely the absence of mental disorders (Fadillah, 2024). Sigmund Freud defined mental health as the ability to work productively and love genuinely, while Carl Rogers emphasized the aspect of self–actualization, namely an individual's ability to achieve their maximum potential. In the Indonesian context, Law No. 18 of 2014 on Mental Health defines mental health as a condition that enables an individual to develop physically, mentally, spiritually, and socially in order to live productively and harmoniously.

The characteristics of good mental health can be observed from an individual's ability to manage emotions, such as the capacity to cope with stress positively and not easily become angry or excessively anxious. Individuals with good mental health also possess strong social functioning, marked by harmonious interpersonal relationships and the ability to cooperate effectively. Furthermore, psychological balance is an important trait, where a person is able to accept themselves as they are and maintain positive self–esteem. Productivity serves as another indicator, evident in the ability to focus on work or important activities without being easily distracted by minor matters (Faeni, Puspitaningtyas, & Safitra, 2021). People with good mental health are also capable of facing life's challenges with high resilience, namely the ability to bounce back from failures, as well as the courage to make decisions in difficult situations.

Depression is a mental health disorder that can be experienced over a sufficiently long period, often causing sufferers to believe that their lives will not improve, think negatively, and disrupt social life (Gabrelia Pangkey, 2022). The impacts experienced by children are not easy to eliminate or cure. It can be concluded that the impact of parental divorce significantly affects children's mental health, and parental divorce tends to bring greater negative impacts on children's emotional conditions. In this regard, parents should reconsider their decision to divorce because the more dominant negative impacts emerge on children if parents divorce (Khotimah & Ula, 2023). Especially for adolescents, at this stage children are undergoing a transition from childhood to adulthood encompassing several aspects such as biological, cognitive, beginning to seek identity, understanding the meaning of life, and knowing their life goals; therefore, at this stage children greatly need emotional support from parents to support and accompany their developmental processes (Untari, Putri, Hafiduddin, 2018). This

research aims to analyze the impact of parental divorce on the mental health of children from broken homes in Jatisrono Village. Specifically, this research will explore how parental divorce affects children's psychological aspects, such as anxiety, depression, and their social relationships.

This research holds significant importance as it can provide a deeper understanding of the family's role in children's mental development, particularly in the context of divorce. The findings of this research are expected to serve as a foundation for more effective psychological interventions for children experiencing parental divorce (Suroso & Meilan Arsanti, 2023), as well as provide information for policymakers, educators, and mental health practitioners in designing programs that support the recovery of mental health in children from broken homes.

Several previous studies indicate a significant relationship between parental divorce and mental health disorders in children. For example, research by Amato (2021) found that children from families experiencing divorce tend to have higher levels of anxiety and depression compared to children from intact families. Another study by Kelly and Emery (2023) also shows that children from broken homes have greater emotional problems, such as difficulties in forming social relationships and low self–esteem.

This research presents an update by highlighting the local context in Jatisrono Village, which has different social, economic, and cultural characteristics compared to urban areas. Most previous research, such as that conducted by Wiswanti, Kuntoro, Ar Rizqi, & Halim (2020), focuses on children from broken homes in urban areas, where access to counseling services, social support, and educational environments is relatively better. There is a scarcity of studies on the impact of divorce on children's mental health in rural areas, where social norms and family structures are more traditional and the level of openness to psychological issues tends to be low. This research stems from the understanding that parental divorce is a primary trigger for emotional stress in children. Separation in the family causes significant changes in children's lives, both emotionally, socially, and academically.

Divorce often causes emotional instability, such as feelings of sadness, anger, loss, and anxiety due to the loss of an intact parental figure. This condition can then develop into mental health disorders, such as depression, excessive anxiety, and decreased self–confidence. In addition, the emotional stress experienced by children also impacts social adjustment abilities, reflected in tendencies to withdraw from their environment, difficulties in building relationships with peers, and decreased learning motivation. However, the severity of these

impacts is influenced by contextual factors, such as social support from family, teachers, and the community, as well as the coping mechanisms possessed by children in facing psychological pressure.

Thus, this research not only describes the phenomenon but also explores the psychosocial mechanisms that bridge divorce with children's mental conditions. This approach provides a new perspective on how contextual factors such as social support and coping mechanisms influence the severity of the psychological impacts of divorce on children in rural environments.

RESEARCH METHODS

a. Descriptive qualitative research describes phenomena and conditions occurring in the field. It focuses on an in–depth understanding of phenomena or events comprehensively. The data collected are in the form of narratives, descriptions, and not numbers or numerical data. This research does not prioritize statistical data but obtains data through observation, interviews, and documentation methods. Thus, the research results will be in the form of narrative quotations that provide a complete picture of the research object.

b. The research location is in Jatisrono Village, Semampir District, Surabaya City, East Java Province.

c. The informants in this research number four children who have experienced parental divorce and reside in Jatisrono Village. Informant selection was conducted using purposive sampling, which is deliberate selection based on certain criteria that align with the research objectives. This technique is used to obtain an in–depth understanding of children's subjective experiences, so it is not done randomly but based on relevance to the phenomenon being studied.

d. The instrument in this research is the researcher acting as the main instrument who directly collects, interprets, and verifies data in the field. To support this process, a semi–structured interview guide is used, which contains three main focuses: the emotional condition of children post-divorce, the forms of social support received, and coping strategies used in facing psychological pressure. Data validity is ensured through source and method triangulation, by comparing interview results, observations, and documentation. Data analysis is conducted using a thematic approach through stages of coding, category grouping, and determining main themes that reflect the experiences of children from broken homes in Jatisrono Village.

e. The data sources used in this research are divided into two as follows:

1. Primary data are data or information obtained directly. This data can be in the form of individual or group subject opinions, and its collection through

interviews, in-depth observations, and documentation. The primary data source in this research is representatives of children from Jatisrono Village experiencing broken homes.

2. Secondary data are information or data not obtained directly from the source. Data in the form of narratives or documents such as journals, books, articles, theses, and previous research results that are relevant so they can be used as references in the secondary data collection process.

f. Data collection techniques

Esterberg defines interviews as a communication process involving two-way dialogue through a question-and-answer process to gain deeper insights into a particular topic, as well as a method of gathering information. The type of interview used in this research is semi-structured interviews as the main instrument. This type of interview gives greater freedom to respondents to express their opinions and experiences. The semi-structured interview guide used is the starting point where the interviewer provides a series of organized questions; subsequently, each question will be explored more deeply to obtain further explanations, so that the answers obtained can provide comprehensive and detailed information regarding all variables studied. Data collection using observation is a task

involving the five senses such as hearing, sight, and others directly to informants and then described in a note or narrative. Things to pay attention to in the observation process are attitudes, behaviors, and surrounding conditions occurring in the research informants. The type of observation used in this research uses non-participatory observation. In this case, the researcher only acts as an observer and is not directly involved in the observed activities that are not active. Using this method, the data obtained may not be in-depth or unable to reveal the underlying values of the behaviors observed or expressed by informants.

The documentation method is collecting data by analyzing written documents, images, or electronic materials that can also serve as supporting data for observation and interview results to enhance credibility.

g. Data analysis techniques

Data reduction at this point, the researcher begins to filter, focus, and reduce information relevant to the problem formulation, then continued with the search for themes or patterns. This is to clarify and facilitate the subsequent steps in data collection.

After data reduction, the next stage is data presentation. In this stage, information becomes more structured in a framework, making it easier to understand. Data are

usually presented in formats such as brief descriptions, graphs, tables, and others; however, in qualitative research, the most common type of data presentation is in the form of narrative text.

Drawing conclusions is the final step in data analysis techniques. During the research process, conclusions need to be verified because they are what must be tested for truth and suitability so that their validity is guaranteed. If the initial conclusions indicate that the evidence found does not support or is not valid, then data improvement is needed.

RESULTS AND DISCUSSION

a. Post-Divorce Emotional Impacts

The four informants, Re, Dinn, Za, and Fe, showed significant emotional impacts after their parents' divorce. Although all experienced feelings of sadness, disappointment, and loss, each individual has different ways of managing these emotions (Darmawanti, Psikologi, Pendidikan, & Surabaya, 2022). Re tends to be more capable of accepting reality and feels relieved after family tensions decreased, while Dinn shows difficulty in accepting the condition, resulting in heavier emotional pressure. Za and Fe also feel deep sadness, but accompanied by slight relief because the home atmosphere became calmer. However, both still face confusion and anxiety regarding the future. This confirms

that the emotional recovery process is highly influenced by the individual's ability to accept the situation and the presence of adequate social support.

b. Relationships and Communication with Parents

Post-divorce, all informants experienced changes in communication patterns with their parents. Re and Dinn still try to maintain communication, although the relationship feels stiff and not as warm as before. Za and Fe also feel an increasing emotional distance, with communication becoming more formal. Dinn even felt neglected at times, which worsened the quality of his relationship with his parents. This phenomenon shows that although communication remains intact, the emotional closeness between children and parents decreases significantly (Harahap et al., 2023).

c. Social Relationships After Divorce

The four informants admit to experiencing difficulties in building deep social relationships after their parents' divorce. Re still tries to socialize despite facing emotional barriers, while Dinn, Za, and Fe prefer to withdraw due to feelings of shame and fear of judgment from others. This condition creates a sense of alienation and hinders their ability to interact freely in social environments. Thus, parental divorce can create psychological barriers that affect children's social skills (Armila, 2020).

d. Post-Divorce Coping Strategies

Each informant has different strategies to cope with the emotional impacts of divorce. Re chooses to participate in extracurricular activities as a form of positive self-expression and a means to build self-confidence. Dinn relies more on support from close people although his recovery is not yet optimal. Meanwhile, Za and Fe seek tranquility through journaling and meditation activities, as well as receiving support from peers. These strategies show that involvement in positive activities and external social support play important roles in the psychological healing process.

e. Meaning of Divorce Experience

The interpretation of the divorce experience differs for each informant. Re considers divorce as a heavy experience but full of lessons, especially in terms of independence and self-acceptance. Conversely, Dinn views divorce as leaving only emotional wounds without significant positive value. Meanwhile, Za and Fe feel that although divorce is painful, they learn to be more independent and empathetic towards others. This indicates that the divorce experience, besides bringing negative impacts, can also encourage personal growth in some individuals.

f. Advice and Lessons from Experience

All informants agree that seeking support from close people or professionals is an important step in facing the impacts of divorce. They emphasize the importance of sharing feelings rather than bottling them up. In addition, they believe that divorce is not the end of happiness, but a challenge that can be overcome with emotional support and self-acceptance. This advice reflects their developing understanding of the importance of mental health and psychological resilience post-divorce.

The advice given by the four informants is similar, namely not to hesitate to seek support from close people or professionals. They all emphasize the importance of sharing feelings and not keeping them to oneself. They also remind that although divorce is a difficult experience, it is not the end of happiness and there are many ways to recover and find happiness again. This advice reflects their increasingly developed understanding of the importance of emotional support and emotion management post-divorce.

Overall, although there are differences in how the four informants manage the impacts of divorce, the results of this research show that post-divorce emotional recovery is individual and influenced by social support, personal ability to accept reality, and strategies used to cope with emotional pressure. This aligns with Tristanto's (2020) findings stating that children victims of divorce experience increased risk of anxiety and depression

disorders if they do not receive adequate emotional support.

As expressed by one informant, "I often feel that all this is my fault, so I mostly stay quiet and don't want to talk to anyone," depicting the emergence of guilt and social withdrawal common in children from broken homes. Social support in this case plays an important role as a mediator that can reduce the stress impacts of divorce (Nurhidayah et al., 2021). Children who receive support from friends or family tend to adapt more easily and have better self-confidence levels.

This finding is also strengthened by Armila's (2020) research explaining that children from divorced families will be more vulnerable to psychological disorders if they do not have effective coping mechanisms. In this context, Re, who actively participates in extracurricular activities, ultimately shows better recovery compared to Dinn, who tends to be passive and closed off. Thus, divorce can be understood as a trigger for emotional stress that impacts the emergence of mental disorders, while social support and coping strategies function as protective factors that strengthen children's psychological resilience (Wahyuni, 2022).

CONCLUSION

Parental divorce has a significant impact on children's mental health, particularly for children from broken homes in Jatisrono Village. These impacts encompass emotional, social, and academic aspects that potentially hinder the overall psychological development of children. Children from divorced families exhibit symptoms such as anxiety, deep sadness, low self-esteem, and withdrawal behavior from social environments. This condition is exacerbated by the loss of an intact parental figure, which can trigger long-term psychological stress and disrupt children's ability to build healthy interpersonal relationships.

Theoretically, these findings reinforce the Family Stress Model concept (Conger & Elder, 1994), which explains that divorce is a source of family stress that can affect children's emotional well-being through decreased social support and changes in family dynamics. This research also contributes to developmental psychology studies by affirming the importance of mediating factors such as social support and coping mechanisms in minimizing the negative impacts of divorce on children.

The practical implications of this research highlight the need for developing school- and community-based intervention programs focused on psychosocial support for children from divorced families. Furthermore, future research is recommended to expand the number of participants and regional contexts to depict variations in children's emotional responses based on different socio-cultural backgrounds. A longitudinal approach is also

suggested to understand the long-term dynamics of the impact of divorce on children's mental health.

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