

THE EMOTIONAL DYNAMICS OF TEENAGERS IN HIGH SCHOOL STUDENTS FROM BROKEN HOMES

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Abstract

Some students at a state high school in Perbaungan exhibit disruptive behavior, harming themselves and disturbing the school environment. These students often skip school, ignore assignments, fight with classmates, disobey teachers, and cause disruptions. The root cause appears to be the students' backgrounds, particularly coming from broken homes. A broken home, caused by parental divorce, leads to emotional struggles in adolescents. This research aims to explore the emotional dynamics of adolescents from broken homes due to their parents' divorce. A qualitative approach with a case study method was used, involving three respondents aged 16 and 17 from divorced families, selected through purposive sampling. Triangulation techniques—source, method, and time—were applied for data validity. Descriptive analysis was employed to analyze the data collected from the informants. The findings show that all three respondents exhibited negative behavioral changes, emotional instability, and psychological trauma. They also reported a lack of attention and affection from their parents after the divorce. Despite the challenges, they viewed parental divorce as a process of self-maturation, although it was also seen as a difficult and painful experience.

Keywords: Adolescents, Broken Home, Family, Emotional Dynamics

INTRODUCTION

According to Safrudin (2015), a family is a social group characterized by living together, economic cooperation, and reproduction united by marriage or socially approved adoption ties, which interact with each other according to their social roles. The members within a family consist of a father, mother, and children, but usually include grandparents and other close relatives. Many individuals view forming a family as an achievement for someone to become happy, to be a responsible person, and a manifestation of mutual love. Therefore, the people in Indonesia hope and dream of forming a family with the person they love.

The word "family" in sociological terms means a social unit based on marital relationships or blood ties. In Islam, families are also built based on a marriage. Marriage itself is something sacred to form a family full of happiness and in accordance with religious teachings. The meaning of *sakinah* in Arabic contains the meanings of calm, honorable, safe, full of affection, stable, and receiving protection. This understanding is also used in the verses of the Qur'an and hadiths in the

context of human life. So, a sakinah family is a very ideal condition in family life, and the ideal usually rarely occurs, therefore it does not happen suddenly, but is supported by strong pillars, which require struggle, time, and sacrifice beforehand. A sakinah family is a subsystem of the social system according to the Qur'an, not a building standing on empty land but a building that stands very solidly and majestically (Abdul Kholik, 2017).

Broken home is a condition where there is disharmony within a family, a lack of attention and affection from parents, causing children to become mentally frustrated. Broken homes have a significant impact on the mentality of teenagers, especially on their self-concept and emotional levels (Rahayu and Fatimah, 2018).

A broken home can be seen from two aspects: first, the family is broken because its structure is not intact due to one of the heads of the family passing away or having divorced, and second, the parents are not divorced but the family structure is no longer intact because the father or mother is often not at home or does not show affection. For example, if the parents often argue, the family becomes psychologically unhealthy, which affects the children, such as being lazy to study, being withdrawn, aggressive, skipping school, and being defiant towards parents or teachers (Hurlock, 2011).

A broken home can be seen from two perspectives: 1) The parents are not divorced, but the family structure is no longer intact because the father or mother is often not at home or no longer loves each other. For example, parents often argue because they are not psychologically healthy. 2) A family is torn apart due to the death or divorce of one of its members. This also causes family dysfunction, leading to broken homes, the disintegration of family units, dissolution, and the breakdown of social role structures if one or several family members fail to fulfill their responsibilities properly (Rahmi, Mudjiran dan Nurfahannah, 2016).

The term adolescence or teenager comes from the Latin word (*adolescere*) which means "to grow" or "to grow into adulthood." The term adolescence has a broader meaning that encompasses mental, emotional, social, and physical maturity (Hurlock, 2011). According to Sarwono (2016), adolescence is a transitional period from childhood to adulthood, not only in the psychological sense but also in the physical sense. Adolescence presents so many challenges due to the numerous changes that must be faced, ranging from physical, biological, psychological, and social (Geldard & Geldard, 2011).

According to the Ministry of Health (Kemenkes, 2011) of Indonesia, the adolescent age is 10-18 years. Meanwhile, according to the World Health Organization (WHO), adolescence is 12-24 years old. However, if someone gets married during their teenage years, they are already considered an adult. The age limit for adolescence in Indonesia is 11-24 years and unmarried (Sarwono, 2016). According to Hurlock (2011), adolescence begins with early adolescence (12-14 years), followed by middle adolescence (15-17 years), and late adolescence (18-21 years).

According to Carla Pramudita Santoso (2024), there are several characteristics or signs of a broken home child that can be recognized. However, it is important to remember that not all characteristics or behaviors necessarily occur due to a broken home. Here are some signs that might be recognizable: 1) Withdrawal behavior: One of the characteristics of a broken home child is difficulty in socializing. This is the impact of a broken home during adolescence that makes them withdraw from their environment. They tend to be more withdrawn and less social compared to their peers. These children may find it difficult to build new relationships or maintain existing ones due to the distrust and anxiety they experience. In fact, they might prefer to be alone, avoid social activities, and show disinterest in interacting with others. 2) Emotional changes: Mood

swings are one of the traits that often occur in children from broken homes. They can experience drastic mood swings, going from feeling very happy to very sad in a short period of time. These emotional changes can be triggered by feelings of loss, confusion, or even guilt that they feel related to their family's condition. The instability of emotions at home also makes it difficult for these children to manage their feelings well. In more severe cases, children from broken homes may experience excessive anxiety and depression that can disrupt their daily lives.

3) Academic problems and lack of motivation: To answer the question of what a broken home child is like, it can also be seen from their academic performance in school. Many of them experience a decline in academic performance due to difficulty concentrating and a lack of motivation to study. The stress and emotional pressure they face at home can disrupt their ability to focus and absorb lessons well. In fact, these children may often be absent from school, show a decline in grades, and lose interest in academic activities due to feelings of helplessness or despair.

4) Aggressive behavior: On the other hand, some children from broken homes may exhibit aggressive behavior. They can become more easily angered, rebellious, or even engage in destructive behavior. This behavior is often a way for them to express frustration and anger that they cannot articulate in words. A family environment full of conflict can trigger these behaviors as a form of release from the pressure they feel.

5) Physical and mental health issues: Children from broken homes often face physical and mental health problems. The stress they experience can weaken their immune system, making them more susceptible to illness. In addition, they may experience sleep disturbances, eating problems, and other symptoms such as headaches and stomachaches that have no clear medical cause. Their mental health can also be affected, which can later increase the risk of anxiety and depression in children, up to post-traumatic stress disorder (PTSD).

6) Difficulty in managing emotions and conflicts: Another characteristic of broken home children is often having difficulty in managing emotions and handling conflicts. They may tend to overreact to stressful situations and find it difficult to remain calm when facing challenges. Their ability to solve problems can also be hindered. They may also be more frequently involved in conflicts with peers, teachers, or other family members. The inability to manage these emotions can worsen their problems at school and in daily life.

7) Identity instability and low self-esteem: Children from broken homes often feel confused in understanding themselves and their roles in life (identity crisis). Children from broken homes often have problems with low self-esteem. They may feel worthless, unloved, or even experience guilt over their parents' separation. These feelings can affect the way they view themselves and their interactions with others. They may seek recognition and acceptance in unhealthy ways, such as through risky behavior or seeking negative attention.

An emotion is said to have dynamics when the emotions that arise within a person are constantly changing, where the components of the emotion are interconnected with one another. So, one component can trigger the emergence of an emotional reaction, but it can also be the effect caused by another component. Plutchik (2017) states that emotions are subjective feelings towards an event that can cause cognitive dissonance, which disrupts balance and therefore efforts are made to return to a balanced condition (consonance). By experiencing emotional dynamics, a process of self-adjustment to the environment will occur. This is what is referred to as the psychoevolutionary theory. Psychologists state that emotions are viewed as processes that are cyclical (feedback loops). Emotions are not a linear situation but rather a back-and-forth process. The function of affection is to restore the individual to a balanced state (equilibrium), or in other words, behaviors associated with emotions tend to reduce the emotions produced. This can be illustrated by the emotion of anger, which manifests as shouting behavior, causing the emotion expressed through

behavior to return to a neutral state and achieve equilibrium. This unusual event will change the level of affection (which is unbalanced) so that it can produce behavior to try to build a balanced form again. Psychoevolutionary accepts that emotions are a complex, circular, and feedback part. From his theory, Plutchik (2017) created an emotional flow that he called feedback loops. Plutchik, in his theory, explains the elements of emotions and the emotional flow that can detail the dynamics of emotions. The elements of emotion are: 1) Stimulus event (triggering event): Something unexpected or an unusual occurrence, whether it comes from external or internal sources. 2) Inferred cognition: The process of cognitive interpretation so that individuals grasp meaning. 3) Physiological arousal: The reaction of the activation mechanism of the sympathetic nervous system involved in emotions. 4) Feeling state: The condition felt when experiencing an emotion. 5) Impulse to action: It is the urge to act that is evident through tensed muscles, facial expressions, clenched fists, or appearing ready to run, attack, scream, and so on. 6) Evert behavior (observable behavior): Actions taken by someone due to an impulse. 7) Effect: Returning to a balanced condition When the emotion that caused an action decreases in intensity.

The condition of a broken home often causes children to experience mental depression (mental pressure), so it is not uncommon for children living in such families to exhibit poor social behavior (Aziz, 2015). Individuals who experience a broken home family condition usually exhibit short-term mental health disorder symptoms, such as stress, anxiety, and depression. The development of a child begins with the family. Children learn various things such as how to interact with others and how to express emotions from their family. As explained by a Guidance and Counseling teacher at SMA Negeri Perbaungan:

"Broken home usually refers to a family condition that is not intact, where parental divorce greatly affects the emotional development of the child. At our school, most of the students with emotional problems come from broken families. They often have difficulty interacting with their peers and tend to feel isolated. As a Guidance and Counseling teacher, I try to provide support, help them manage their feelings, and give them space to talk about their family issues".

The teacher said that most of the high school students attending his school have emotional disturbances and most of them are children who lack attention from their parents (Broken Home). Here are the results of the interview conducted:

"These children often cause trouble, like fighting with their friends, frequently skipping school without permission, and not doing their homework at all, giving the impression that they do not respect their teachers. I have tried several times to call their parents, but the parents are indifferent and refuse to come to school, even after being given several warning letters. I have even tried visiting their homes, but one parent said they don't care about their child's behavior. Visiting the other child's house, there is always no one at home, even though many teachers and friends have complained about these children's behavior".

Based on the background of the problem that has been described above, the researcher formulates the problem as follows: 1) How does the condition of a broken home family affect the social and emotional relationships of adolescents at school? 2) What are the factors that influence the emotional dynamics of teenagers from broken homes in the school environment? 3) How is

the emotional dynamics experienced by teenagers from broken homes among the students of SMA Negeri Perbaungan?

Benefits of the Research 1) Researchers: Can enhance researchers' understanding of the impact of broken homes on the socio-emotional development of adolescents. 2) Adolescents: It can help adolescents understand self-concept, emotional intelligence levels, and changes in their attitudes towards parents and the school environment. 3) Parents: Can provide insights for parents to pay more attention to the development of teenagers. 4) Educational Institutions: Can provide information about the impact of broken homes on teenagers, so that schools can offer support and counseling.

METHOD

In a qualitative study, several types of approaches are found. The type of approach used according to Denzin (1998) includes case studies, which are field studies and are often referred to as 'field research'. Research of this kind is conducted to intensively study the interaction of the environment, the position, and the conditions of a research unit (social/educational) in its natural state. The subjects of the research can be individuals, communities, or institutions. In fact, the research subjects are relatively small, but the focus and area being studied are quite broad.

The approach used in this research is a qualitative case study method, specifically a study of 3 high school students at SMA Negeri in Perbaungan who exhibit emotional instability and deviant behavior. Among the deviant behaviors, frequently skipping school without permission, often getting into fights, and not completing assignments given by the teacher. Teenagers who exhibit deviant behavior are children from broken homes.

In conducting a research study, researchers require research procedures or stages to be followed, so that the research can be carried out as well as possible and create a sense of comfort during the research process. 1) Preparation: The research was conducted on 3 high school students from SMA Negeri in Perbaungan who are teenagers from broken homes. Interview schedule for Participant I: Saturday, November 9, 2024, from 11:00 AM to 12:00 PM WIB, Participant II: Saturday, November 16, 2024, from 11:00 AM to 12:00 PM WIB, Participant III: Saturday, November 23, 2024, from 11:00 AM to 12:00 PM WIB. 2) Research Location: The interviews will be conducted in the Guidance and Counseling Teacher's room located at SMA Negeri in Perbaungan. 3) Interview Permission: Creating an interview permission letter for 3 students who are participants, addressed to the Guidance and Counseling Teacher and approved by the Principal of SMA Negeri in Perbaungan. 4) Research Ethics: Creating a letter of consent from the relevant parties, namely the researcher, participants who are students, and the students' parents, to agree to be interviewed at the specified place and time. The researcher creates an agreement letter to maintain the confidentiality of the interview results and not to mention the identities of the students and their parents in the research report. 5) Informants: In this research, the informants are the Guidance and Counseling Teacher and the Principal of SMA Negeri Perbaungan.

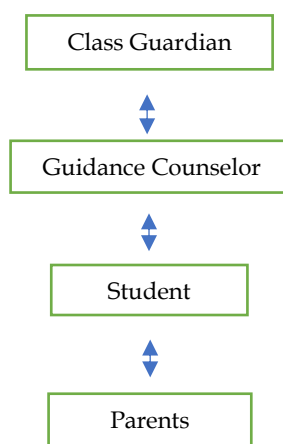
Data collection in research is a stage that requires a considerable amount of time and cost. Often, research fails due to the difficulty of collecting data (Suliyanto, 2018). Data collection techniques are the most strategic step in research, because the goal of research is to obtain data. Without knowing the data collection techniques, researchers will not obtain data that meets the established research standards. In qualitative research, data collection methods are known, namely:

observation (field observations), focus group discussion, in-depth interviews (intensive/depth interview), and case studies (Kriyantono, 2014).

Data Collection Techniques: 1) Interview: It is one of the methods used to obtain the most in-depth qualitative data. Interviews are used to collect data on the opinions, beliefs, and feelings of research subjects about a situation in their own words. The goal is to obtain information that cannot be obtained through observation or they can be used to explain observations. Qualitative interviews are typically more open and less structured compared to interviews in quantitative research, but they can be considered as a method to be used. In this research, the researcher has created and organized the interview framework. The interview framework is needed as an overview of the interview process and content to ensure that all the structured points are fully covered. 2) Observation: It is a data collection technique using the senses, not just visual observation. Listening, smelling, tasting, and touching are all forms of observation. The instrument used in observation is an observation guide. So that the observation results can be accountable, it is advisable that the observation is not conducted by just one person, so that it can be compared. The more consistent the observation results are among observers, the more reliable the observation results become (Suliyanto, 2018). 3) Documentation: It is a record of past events. In data collection, the author uses the documentation method with the aim of obtaining information that supports the analysis and interpretation of data that has already been obtained by the author (Sugiyono, 2016).

In this study, the researcher used triangulation of three techniques, namely source triangulation, method triangulation, and time triangulation.

1) Triangulation Source: Used to test the credibility of data by checking the data obtained from several sources. The data collection for this research is from students, parents, guidance counseling teachers, and homeroom teachers, as shown in the chart below:



2) Triangulation Method: Used to test the credibility of data by checking the data from the same source using different techniques. This research uses interview, observation, and documentation techniques, as shown in the chart below:



3) Time Triangulation: Testing the credibility of data with time triangulation is done by collecting data at different times. Interviews conducted in the afternoon can be repeated in the morning and checked again in the afternoon or vice versa (Alfansyur, A., & Mariyani, 2020), as shown in the diagram below:



Qualitative research is one of the research methods that uses descriptive data in the form of written or spoken language from observable individuals and actors. This research is generally conducted to explain and analyze phenomena of individuals or groups, events, social dynamics, attitudes, beliefs, and perceptions. Here are the steps of qualitative research: 1) Data Collection; This process can be carried out in various ways, including through observation, questionnaires, in-depth interviews with survey subjects, documentary surveys, and focus group discussions. 2) Data Reduction and Classification; In this step, researchers filter raw data by selecting the most relevant data to support their research. Then, the previously filtered data will be categorized as needed to facilitate data classification. 3) Data Display; In this phase, the researcher designs the rows and columns of the qualitative data matrix and determines the type and format of the data to be entered into the metric fields. 4) Drawing Final Conclusions; The researcher will draw conclusions that must encompass all relevant information found in the study. This conclusion should also use language that is easy to understand (Destiara Anggita Putri, 2022).

The data analysis technique used was conducting in-depth interviews as an initial step to gather detailed information about the "Emotional dynamics of teenagers experiencing broken homes." The researcher also conducted observations to study the dynamics of teenagers experiencing a broken home. This observation was conducted during in-depth interviews with several informants so that the results of the observation could support the in-depth interviews with the informants.

The data analysis technique used is descriptive analysis through qualitative research, which involves using data and information obtained directly from informants, then analyzed using existing theoretical foundations and systematically presented based on field facts.

Validity testing in qualitative research can be conducted through methods such as prolonged engagement, persistent observation, triangulation, peer debriefing, adequate reference, and detailed description (Moleong, 2000). The validity test in this research was conducted using the following methods: 1) Diligent Observation: Aims to identify characteristics and elements in situations that are highly relevant to the problem or issue being investigated and then focus on these aspects in detail. 2) Triangulation Method: is a technique for verifying the validity of data

by utilizing something outside of the data itself for the purpose of checking or as a comparison against the data. In this study, the triangulation technique used is examination through sources and methods. The researcher will also compare the interview results with the graphic test results. 3) Peer Review: This technique is conducted by exposing the preliminary and final results obtained in the form of an analytical discussion with the supervising lecturer and peers.

RESULTS

In this research, the researcher guarantees the confidentiality of the informants' identities because it concerns their privacy, so the researcher will only explain the background of the informants without mentioning their identities. The researcher conducted in-depth interviews with the informants. The informants of this research are as follows:

1) Informant ZA

Informant ZA is ZA's own homeroom teacher who has been paying attention to ZA during their time in the twelfth grade. Informant ZA once communicated directly with ZA's homeroom teacher, who said that:

“ZA's behavior is like this because he was left by his mother, Ma'am. His mother went back to her hometown while ZA, who was very close to his mother, was very devastated. He even tried to contact and persuade his mother to come back, but his mother and father have already agreed to separate and will take care of their divorce. From that news, ZA once didn't come home for 2 days, but his family didn't look for him at all, Ma'am.”

From the statement of the student's guardian, the homeroom teacher became more understanding of ZA and gave more special attention to ZA.

2) Informant DF

The DF informant is one of the teachers who resides not far from DF's neighborhood. From the informant's own statement, it is said that:

“DF's parents have divorced, and her mother has remarried, while DF's biological father is completely irresponsible and his whereabouts are unknown. The news received is that DF and his stepfather do not get along and often argue, understandably since DF, who is only 17 years old, has unstable emotions. He does not accept the arrival of his stepfather in the family. DF often rebels because her mother has no time at all to pay attention to DF. And DF's mother already has 2 children from her stepfather. Because of that, DF does not receive any special attention, especially in terms of education”.

3) Informant MD

The informant MD is a classmate and neighbor of the respondent who stated that the reason MD often disobeys teachers and frequently skips school is due to the lack of parental involvement during his junior high school education. The informant received this information from MD's grandmother, who said:

“MD has long been left by his mother and father since he was in junior high school. MD's mother and father have been divorced since MD was in the 5th grade of

elementary school, but his father still often visited him and provided for him until he was in junior high school. The father said goodbye to seek a livelihood on the island of Kalimantan and has not been heard from since, followed by the mother who said goodbye to venture to a foreign land, namely Malaysia, but reportedly the mother has remarried there. Until now, the mother and father have not been heard from and have never provided for the child. The cost of MD, her grandmother also worked hard to ensure she could continue her education by asking for help from her other grandchildren”.

From his grandmother's statement, since the beginning when MD learned that his parents had separated, MD often stared blankly at the television and refused to eat until his grandmother frequently coaxed him and occasionally bought him toys that made him enthusiastic again. MD's grandmother hopes that he can finish his schooling well and get a job.

The research subjects are students of SMA Negeri Perbaungan. In this section, the researcher will elaborate and describe the data obtained from interviews with three respondents who experienced emotions in broken home children from one of the schools located in the city of Perbaungan. Then, the interview results referring to the phenomenon were quoted from the opinion of Carla Pramudita Santoso (2024), which states that there are several characteristics or signs of broken home children that can be recognized, including emotional changes that result in low self-esteem, weak faith, mental disorders, withdrawal from their environment, rebelliousness, feelings of worthlessness, etc.

The results of the interview with the subject are as follows:

Subject I (ZA), male, 16 years old, is an 11th-grade high school student, Muslim, and the first child of four siblings.

“My parents are getting divorced, and my mom will be coming home soon to handle the divorce proceedings. From there, I couldn't accept the situation that was happening, so I often caused trouble like joining motorcycle gang brawls, skipping school, and rarely participating in teaching and learning activities. I also often come home in the morning and frequently stay over at the houses of friends from the motorcycle gang.”.

According to the information obtained by the researcher from the teachers who teach in ZA's class, ZA has never disobeyed the teachers, but ZA has not changed even after making a written agreement. The homeroom teacher's statement also mentioned that ZA has been reprimanded several times by the teachers in his class for often being caught sleeping during lessons. ZA admitted that what he did was wrong, but it was a sign of rebellion and dissatisfaction with the situation he was going through. The Guidance and Counseling teacher and his homeroom teacher admitted that they had never met ZA's parents because every time they called, ZA always brought people who were not related to his family.

The Guidance and Counseling Teacher's confession during the home visit, the teacher never met ZA's father or mother, as the father works out of town and returns home late, while the mother is still in Aceh. Therefore, the Guidance and Counseling Teacher could only communicate through ZA's older sibling who had already finished school. From his confession, ZA's older brother already understands the situation well, but ZA only lacks affection from his mother because all this time, ZA has been close to her.

From the above incident, the researcher concluded that ZA did that as a form of rebellion and inner rejection in facing problems with his parents. However, despite his actions, his parents remained indifferent, making ZA's attempts to gain their attention futile.

Subject II, with the initials DF, is male, 17 years old, Muslim, and a 12th-grade student. The first child of three siblings. From the results of the interview conducted by the researcher with respondent DF, DF admitted that what he had been doing was wrong, but he did it because of a lack of attention from his mother. DF's confession:

“By doing that, I don't have to think about the problems at home and I often ignore the anger expressed by my stepfather. I only stay at home when I want to sleep and when I”.

According to DF, if he is rarely at home, he will be more at ease because he won't have to listen to his stepfather's scolding. DF also admitted that when he was scolded by his stepfather, his mother just stayed silent and pretended not to care about what was happening.

“My mother also no longer cares about me, Ma'am, even when my stepfather scolds me repeatedly, my mother just stays silent in her room until my father often slams glasses in front of me, yet my mother remains silent”.

From the results of the conducted interview, it can be concluded that DF lacks attention from their parents and seeks happiness from friendships, which the researcher believes indicates that DF is in the wrong social circle. With this condition, the researcher requests the Guidance and Counseling Teacher and the class advisor to work together in explaining to the parents, especially DF's mother, that DF only needs attention from her mother, who used to provide happiness and attention before she got married.

Subject-III is identified as MD, male, 16 years old, Muslim, and a student in the 11th grade. MD is an only child. From the results of the interview conducted with MD (Subject), he admitted his mistakes of often skipping school and not doing the assignments given by the teacher, but in terms of disrespecting the teacher, MD acknowledged that his actions were merely out of his unconsciousness.

“I just spontaneously snapped and answered the teacher's question because the teacher always looks for my mistakes, like when I'm late, I already get punished. That's why I feel lazy to go to school and often skip classes, Ma'am. I just hope the teachers pay more attention to me like they do to the other students, Ma'am”.

From MD's statement above, it can be concluded that MD wants to be noticed by his teachers but in the wrong way. When he receives reprimands and punishments from the teacher, MD feels he is being singled out by the other students. Therefore, MD spontaneously responded to the teacher's reprimand even though he did not intend to defy or answer back to the reprimand. Maybe MD will realize and change if his teachers give him special attention.

Based on the interview results conducted with the three research respondents, namely ZA, DF, and MD, it was found that they experienced and interpreted their situations differently from one another. Here is a detailed explanation of the researcher's findings regarding the depiction of broken homes among teenagers with divorced parents.

1) Initial family conditions

The condition of the respondent's family, as seen from the pattern of relationships within the family, was considered harmonious before each of their parents decided to separate. The respondent felt harmony in their family when all the roles of the family members were functioning as they should. The father's role as the breadwinner, the mother's role in preparing all the household needs, and the child's role in striving for the highest education. In addition, the respondent felt that there was previously warmth in their family with the full affection received from both parents, as well as their parents' concern for fulfilling all their needs.

2) Parents' divorced

Families that end in divorce can stem from minor or major conflicts, depending on perspectives and how they are resolved. The conflict experienced by the respondents' families was the infidelity of one of their parents. Adultery is usually based on continuous deceit and lies within it. Someone who cheats tends to seek justifications for their behavior, and they do not easily admit that they are guilty of cheating. Therefore, the cheated party feels cheated and betrayed, leading them to decide to separate. In addition, divorce can also be caused by disputes or arguments within the family. These disputes can arise from differences of opinion between each other, which can become a major problem in the household if physical violence is involved.

3) The condition after the parents' divorce

The internal condition of the respondents after their parents' divorce can be seen in changes in behavior, emotional state, and psychological well-being. The change in the respondent's behavior was felt when their parents divorced. The respondents felt a loss of desire to socialize and meet other people. There are also respondents who have started to dive into and come into contact with the dark side of social interactions, such as being involved in violence, drug abuse, and suicide attempts. Meanwhile, the emotional changes experienced by the respondents include becoming more sensitive, often crying alone, being very temperamental, and having emotions that are sometimes uncontrollable. This initially stemmed from the feeling of losing the optimal nurturing role of both parents after the divorce occurred.

The conditions experienced by the respondents before and after their parents divorced were very different and underwent so many changes. The most noticeable change was from a family condition that was initially harmonious and functioning well, suddenly becoming very dull. In addition, changes in their behavioral, emotional, and psychological conditions were also observed. Respondents in this study stated that their behavioral conditions after the divorce experienced negative or deviant changes. These deviant behaviors include involvement in violence, drug abuse, and even suicide attempts. The respondents stated that the reason they engaged in such deviant behavior was as a form of rebellion against their parents and an outlet for the dark conditions they experienced. In addition, the three respondents also experienced changes in their social behavior, specifically in their interest in the environment. The three respondents admitted that after their parents' divorce, they became lazy about socializing and preferred to isolate themselves.

DISCUSSION

The dynamics of emotions are the movements and interactions between the components of emotions, namely bodily reactions, a collection of thoughts and beliefs accompanying the emotion, facial expressions, and reactions to the experience. Plutchik's Evolutionary Theory explains that emotions are a cyclical process or a feedback process.

Feedback loops can influence the drive to act, emotional state, and cognition, according to the given stimulus. Feelings and behaviors can affect cognition just as cognition affects feelings (Plutchik, 2017). According to Plutchik, when someone experiences an emotional event, they will evaluate it. Then the person will build a cognitive appraisal of what happened to them. The assessment includes the interpretation of physical arousal, subconscious feelings, behavioral responses, and conscious thoughts when the event occurs. Plutchik also believes that emotions are a conscious interpretation of what happens to someone when that person is emotionally aware. This psychoevolutionary theory accepts the idea that emotions are something complex, which have a circular feedback system (Plutchik, 2017), not something linear.

1) Stimulus event

In feedback loops, there is a stimulus event. Stimulus event is something unexpected or an unusual occurrence, whether it comes from external or internal sources. Stimulus events can change a person's level of affection, and their behavior can be rebuilt to its original condition. In the case of emotional dynamics, the triggering event or stimulus event usually comes from outside or externally.

From subject I (ZA), the stimulus event was his mother, who had been very close to him all this time, suddenly leaving him just like that, while his father, who had never been close to him, became even more distant and indifferent, making ZA feel like no one cared about him anymore. After someone receives a stimulus, they will interpret the event, which is referred to as inferred cognition.

From subject II (DF), the stimulus event was that his mother remarried a man who behaved aggressively both verbally and physically. So DF no longer feels comfortable being at home. Meanwhile, her mother remained silent when her stepfather acted violently towards her. After someone receives a stimulus, they will interpret the event, which is called inferred cognition.

From subject III (MD), the stimulus event was his parents' divorce when he was still very young, leaving him alone until he was eventually raised by his grandmother. Someone will interpret the event, which is referred to as inferred cognition.

2) Inferred cognition

It is a cognitive interpretation process so that individuals can grasp a meaning. This interpretation process allows the meaning of the stimulus event to be grasped.

In subject I (ZA), the effect of losing the affection of both parents, as an outlet for his anger, ZA prefers to spend time outside the house and gather with motorcycle gangs, always engaging in brawls here and there, so ZA rarely attends school.

In Subject II (DF), the effect of his mother remarrying a man who behaves violently, making the home an uncomfortable place for DF. DF spends more time hanging out with friends who are not schoolmates and often skips school to go play billiards.

In Subject III (MD), the effect of being abandoned by his father and mother since he was a child left him lacking and thirsty for attention and affection from others (teachers), which made him often skip school and unable to accept when punished by the teacher, eventually leading him to confront the teacher.

3) *Physiological arousal*

Physiological arousal is an internal state of excitement that occurs within a person in response to stimuli. Physiological arousal can be reflected in physiological changes in the body.

In Subject I (ZA), ZA feels that gathering with his motorcycle gang friends and engaging in brawls is a form of emotional release. In this way, the repressed feelings of hurt can be expressed by engaging in the brawl.

In Subject II (DF), the enthusiasm for being at school makes him feel bored. By playing billiards, DF feels he can channel his hobby and suppress his anger, due to his frustration with his mother's inability to do anything about his stepfather.

In Subject III (MD), the expression of annoyance and disappointment left by his father and mother made MD crave attention in the wrong way.

4) *Feeling state*

The condition felt during emotions

In Subject I (ZA), ZA feels that his emotions are released when he participates in brawls and reckless driving on the road with his motorcycle gang.

In Subject II (DF), DF feels that his emotions are released when he can confront the teacher and play billiards.

In Subject III (MD), MD feels satisfied and emotionally relieved when he shouts at and confronts the teacher who does not understand him.

5) *Impuls to action*

It is an urge to act that is visible through tensed muscles, facial expressions, clenched fists, or appearing ready to run, attack, scream, and so on. Clinical experts believe that the urge to act is not always followed by an action, such as being afraid to retaliate or being afraid of embarrassment. Whereas those followed by actions include running, attacking, criticizing, crying, kissing, and so on.

In subject I (ZA), sometimes ZA also realizes that venting through motorcycle gangs and brawls does not make him any better; ZA just wants his mother to pay attention to him.

In Subject II (DF), after his attitude towards the teacher, DF felt regret; after all, the teacher was his guardian at school.

In Subject III (MD), MD felt regret after scolding the teacher, MD wants to change and become a better child.

6) *Overt behavior*

Open behavior is behavior that can be observed and seen with the naked eye. This behavior is a person's response to a stimulus in a tangible form. It is an action taken by someone due to an impulse. This step is taken so that the subject returns to a homeostatic state. Some of these behaviors usually have an effect on the stimulus or condition that initiates a chain of events or occurrences.

In subject I (ZA), sometimes ZA also reflects on what he has done and thinks about what his future will be like. There is an intention to no longer hang out with the motorcycle gang and participate in brawls.

In Subject II (DF), DF regretted arguing with the teacher and felt it was inappropriate to confront someone who had been kind in teaching him at school.

In Subject III (MD), MD feels regret after scolding the teacher and skipping school. He also wants to change his wrong behavior and not repeat it again.

Overt behavior, however, is not the end of the emotional process. That behavior usually has the effect of a stimulus or condition that initiates a chain of events.

7) *Effect*

The function of effect is to bring us back to a balanced condition, or in other words, actions related to emotions that can reduce the emotions causing them

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In all subjects, with the presence of Guidance and Counseling in schools, which functions to guide students in managing and controlling their emotions, so that students can channel their emotional instability and anger into positive things. For that reason, the role of the Teacher is necessary in understanding the personality of the students and being able to guide them towards positive things according to their interests and talents.

The subjects in this study are not interested in pursuing education at school due to the loss of parental support, as the parents no longer care about their children. However, related to this matter, there is a need for assistance from a counselor to provide guidance on the issues within the family, especially concerning the child. The strategy employed to address these issues is through family counseling, which involves interaction between the child and the parents (A. Sari, 2016). So that there is no disappointment in the child towards the parents' behavior, which will cause the child to engage in negative behaviors. Not only family counseling, but individual counseling is also needed in this case. Individual counseling services are provided to the child regarding the problem of minimal attention and affection from the mother and father due to their selfishness.

CONCLUSION

Based on the research conducted by the researcher, it can be concluded that there are several conditions experienced by broken home teenagers, namely in terms of behavior, emotional, and psychological aspects. Behavioral conditions include joining motorcycle gangs, getting involved in brawls, and frequently fighting at school. Emotional conditions include becoming more sensitive, temperamental, and easily offended. Psychological conditions in this case are related to situations or circumstances of a psychological nature, including experiencing psychological pressure and trauma due to violence occurring within the family. This is in line with the pattern of relationships between teenagers and parents after divorce, which is characterized by parents' tendency to neglect their responsibilities towards their children, both financially and emotionally, causing some teenagers to feel abandoned by their parents.

The differences in emotional impact experienced by the three informants can occur due to their mindset, where the divorce acts as a triggering stimulus for problems, thereby shaping a certain way of thinking. If someone can control their thoughts well, it will influence their behavior, personality, and emotions, leading to positive outcomes. Next, related to the environment. It is undeniable that the environment plays an important role in a person's behavior; if someone is in and associates with a good environment, it will also have a positive impact. But if someone gathers

and resides in a bad environment, they will be more easily influenced by negative things, as happened to the third informant where the divorce of their parents caused them to exhibit deviant behavior due to the impact of the surrounding environment.

Regarding parents or parenting styles, divorce or disharmony in the parents' household will cause both parents to separate, resulting in the child losing either the father or mother figure. This will affect the behavior and emotions of the abandoned child, who will feel sad and neglected, leading the child to seek attention or protection elsewhere.

Suggestion

1) For Researchers

More intensively prepare questions that can delve deeper into the problems experienced by the informant and provide suggestions for the informant in overcoming emotional instability, guiding and directing the informant to have positive behavior.

2) For Teachers

As a reference for teachers at SMA Negeri Perbaungan, especially Guidance and Counseling teachers, to better understand and delve into the issues of problematic students, they can guide and direct students towards positive behavior.

3) For Teenagers with Divorced Parents

Adolescence is a very difficult phase to go through; with the occurrence of divorce, it adds an extra burden on the teenager, who must accept the situation where both parents are separated and experience disharmony in the household. Divorce and an unharmonious household will cause emotional distress for teenagers, so they are expected to have sufficient resources to cope with it. One of them is participating in organizations, joining extracurricular activities at school, thinking positively, and trying to open up to the surrounding environment so that gradually those emotions can be controlled along with the insights and thoughts that have been formed.

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