Self-Acceptance of Broken Home Adolescents: Study on Sleman Regency

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Abstract

Being self-aware does not mean being self-critical; rather, it means having a high regard for yourself or your rival. Three factors are associated with self-acceptance: psychological well-being, acceptance of others, and our reluctance to communicate our thoughts, feelings, and reactions to others openly. Adults with broken homes background find that self-acceptance is crucial for their ability to adjust and develop tolerance for external conflict. This study uses self-acceptance theory to analyze. This study aims to discover how children's dynamics of self-acceptance break down at the adolescent stage of life. Besides, it is expected that this study will help to provide new insights for parents who choose to separate from their children in the aftermath of a divorce. The study's participants were 16–18-year-olds from broken homes in Sleman, Yogyakarta. This study combines a case study method with qualitative study techniques. Techniques for gathering data include documentation, observations, and interviews. The study's findings showed Adolescents with broken home backgrounds do not mean that they cannot accept who they are. The pattern of parenting, the healthy bond between parents and children, the social support offered by the family and other social environments, and effective communication between the child and the parent are some of the factors that reinforce self-acceptance.

Keywords: Adolescent, Broken Home, Self-Acceptance

I. INTRODUCTION

Broken homes are generally associated with households with divorced parents. When a family is not harmonious and does not function as a family destroyed by frequent conflict, a fluctuating state and two-way communication in democratic conditions no longer exist. Quensel et al. [1] refer to the situation with the term broken home. Following Willis [2], a broken home is an example of a fractured family from two perspectives: A deceased or divorced family head means the family structure is not intact, leading to the family's breakup. Second, the parents are not divorced, but the family structure is no longer intact since the father and mother are often absent from home. And or do not show affection anymore.

Ulwan [3] refers to the broken home family as a family in that the mother and father are in disharmony. Azizah reinforced that statement by saying that a broken home is a discordant family condition and that parents should no longer be a good example to their children. They could be divorced, separated, or in a continuous state of affairs family. Divorce was the last resort when a married couple's marriage could no longer support one another, and it was the result of several issues that had built up over time [4]. Furthermore, children are impacted by divorce in addition to their parents. Children will perceive a lack of parental affection and protection because they are too busy tending to their own wounds from internalized conflict in the home. The child is one of the most affected parties in a parent-child divorce [5].

In recent times, divorce incidents have persisted in Indonesia, and the number of divorces has also increased. According to the Central Statistical Agency [6], Indonesia had 516,344 divorces in

2022. Comparing the number to the 447,743 cases from the prior year, there was a 15.3% increase of the 110,939 cases in Indonesia brought on by financial difficulties. Then, 39,359 divorces occurred due to one spouse divorcing the other. 4,972 divorces were due to domestic abuse (KDRT) in total over the previous year.

Children are impacted by divorce just as much as parents are [7], [8]. One of the most significant effects of a parent's divorce on a child is self-acceptance, particularly acceptance of the reality that he experiences [4], [9]. Supratiknya [10] defines self-acceptance as having a high regard for oneself or one's opponents and not being self-cynical. Furthermore, a study by Sholichatun [11] found that children's development is significantly impacted by families with broken homes, particularly when those children are approaching adolescence. Further, self-acceptance is an attitude that is self-satisfied with its qualities and talents and an acknowledgment of its limitations [9], [12], [13]. Bernard [14] says that self-acceptance means admitting that you are a complex and imperfect human capable of making both a significant mistake and an achievement. In other words, you should be realistic about your strengths and weaknesses.

That requires both parents to set a good example for the child, particularly during adolescence. Put another way, families with broken homes can have an impact on the behavior patterns of teenagers because parents are preoccupied with their issues, which prevents them from functioning as a family. Low family functioning will lead to a rise in teenage misconduct, particularly in the areas of legal norms and crime violations and special types of misconduct like drug use and extramarital sex [15], [16].

In certain instances, it has been discovered that there are positive effects of parental divorce in addition to the negative ones that adolescents face. A teenager who is conscious of his strengths and weaknesses must accept himself and have a positive personality if he receives support from his family and immediate environment [17], [18]. According to Dewi [16], teenagers from families with broken homes can also have high levels of subjective well-being when there is communication between the parents and the children regarding conflicts that arise in the house. This allows the teenagers to understand that getting a divorce is a viable option rather than continuing to live in an unbalanced household. Teenagers with this understanding will be at ease and have good emotional regulation.

The description above highlights the distinctions between the two, despite coming from families with broken homes, regarding their behavioral patterns. Some people exhibit positive behavior and self-acceptance by succeeding according to what is said, while others act negatively to get over their disappointment at their parents' divorce. Thus, the researchers are interested in investigating the dynamics of teenagers who experience broken homes regarding their acceptance of themselves.

II. METHOD

This study uses a qualitative method. In this study, self-acceptance serves as the study variable. This study was conducted in Yogyakarta, particularly in the Sleman neighborhood. This study's subjects are chosen according to specific standards. There are two methods for determining samples: probability sampling and non-probability sampling.

Three residents of Yogyakarta, specifically in Sleman, and three spouses serving as supplementary informants comprise this study's total number of subjects. In searching for research subjects, the authors found the right candidate by asking for help from some local neighborhoods. After having six broken home teenagers, start building rapport with those six teenagers. Then,

further considering and referencing Hurlock's theory, we chose three research subjects aged 16 to 18. The author also considers how long each subject's parents have been divorced. Finally, the writer began arranging interviews with the subject, explaining that there would be two interviews and asking permission to interview the closest person to each subject. The sampling of these studies was done using purposive sampling. Cross-source data samples using particular consideration techniques would be choosing the person thought to know best about what researchers expect to make it easier for them to crude objects and social situations. About ten years ago, when Subject 1 was eight, their parents divorced. Subject 2 acknowledged that their parents had not been separated for an extended period.

A measuring instrument was used, and interview and observation techniques were used in compliance with guidelines developed by the researcher to ascertain the dynamics of self-acceptance of teenagers from broken homes in Yogyakarta's Sleman district. In qualitative study, data analysis is done during and after the data collection phase, usually within a set time frame. Data analysis tasks include gathering, reducing, displaying, drawing, and verifying conclusions. A credibility test is conducted following data analysis. Researchers explored the social/objects studied in the early stages, and everything seen and heard was recorded. Thus, researchers would obtain vast and varied data.

A. Data Reduction

The data obtained from the field would be sufficient, requiring careful, detailed, and detailed records. As it has been discovered, the longer research takes in the field, the more the data will be complex. It requires immediate data analysis through data reduction. To reproduce data means to summarise, select and sort things that matter, focus on important things, and search for themes and patterns. Thus, the data that has been reduced will provide a clearer picture and make it easier for researchers to do further data collection and search for them as needed.

B. Data Display

After data is deduced, the next step is to display the data. In qualitative study, the data are presented in short descriptions, charts, category-related relationships, flowcharts, etc. The most often used to present data in qualitative research is with a narrative text.

C. Conclusion Drawing/ Verification

According to Miles and Huberman, the fourth step in qualitative data analysis is a verifying conclusion. The initial findings presented are tentative and will change if strong evidence is not found at the next data collection stage. However, when the conclusion is found in the early stages, it is supported by valid and consistent evidence. The conclusion is credible when the search returns to the field to collect data.

Qualitative research concludes that it is a new invention that never existed. The finding may be a description or picture of an object previously still rather dimmed or dark that it becomes clear; it can be a causal or interactive relationship, hypothesis or theory.

TABLE I.   IDENTITY OF THE STUDY SUBJECT

Number	Name	Sex	Age	Status
1.	D	Male	18	Student
2.	Z	Female	17	Student
3.	DA	Female	16	Student

TABLE II.   IDENTITY OF SIGNIFICANT OTHER

Number	Name	Sex	Age	Relation with the Subject
1.	TK	Female	33	Biological Mother
2.	SE	Female	20	Close friend
3.	N	Female	23	Cousin

III. RESULTS AND DISCUSSION

A. *First Interview*

- **First Subject**

Subjects in this study totaled three people and used 3 significant others to reinforce data results. Related to the first subject, he is quite confident in being vulnerable and sharing various ideas, emotions, and responses with others. The subject's relationship with his parents illustrates this point; he acknowledges being open to his friends but remains very close to his mother.

The subject believes he can receive joy, acceptance, and value from others. This element is evident in how the subject experiences acceptance and receives moral support from his friends. Subjects claim that no one undervalues her friends because she is supported and comes from a broken home.

The subject clarifies that feeling accepted and valued by others, including his friend, is a good indicator of psychological well-being. The following is how the subject statement makes it clear: thinking well of ourselves first and then others. It is a component key to measuring the acceptance of others. Understanding how the subject interacts with those around him requires accepting other people.

- **Second Subject**

Regarding the second subject, she finds it difficult to let others in on their feelings, ideas, and reactions. The way the subject expresses ideas and shares stories with others and how they interact with others reveals this aspect. This feature is evident in how the subject feels unworthy and receives moral support from his friends. The subject claimed that some of his friends belittled him because he was an unsupported son from a broken home.

Measuring acceptance of others involves thinking well of ourselves and then thinking well of others. To understand how the subject interacts with those around her, acceptance of others is necessary.

- **Third Subject**

Giving yourself over to others entails opening up. The subject frequently tells her cousins and friends stories to cope with her difficulties. The state in which we feel about ourselves is directly linked to psychological crime. As a subject who is at ease with herself and has come to terms with his upbringing in a broken home, she also exhibits signs of good psychological health.

Positive thoughts about ourselves lead to positive thoughts about other people. The subjects prefer to blast in the back and believe that the people in their immediate neighborhood are decent, so they think having a small group of true friends is preferable to large numbers of friends.

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B. Second Interview

- **First Subject**

The subject reveals his innermost feelings to others, ideas, and responses. When confronted with a dilemma, the subject would sooner speak to a friend outside of the house to clear his head. What occurs to his friends or family is not a topic of discussion in individual self-acceptance.

Our self-esteem has a direct bearing on our psychological well-being. Healthy psychological individuals believe they are competent, happy, respected, and accepted by others. Self-rejecters are typically unhappy and unable to establish and preserve positive relationships with others. People who are comfortable with their identity are usually more comfortable with others. The subject can deal with his parent's newfound familial presence. We will think positively about others when we are thinking positively about ourselves. The subject has an encouraging atmosphere and always favors their choices.

- **Second Subject**

The subject communicates feelings, ideas, and responses to other people. The subject decides to keep his issue to herself and not share it with others when facing a single issue.

Our feelings about ourselves are a major factor in determining our psychological well-being. Individuals in good psychological health perceive others as accepting, competent, capable, and valued. Generally, those who reject who they are unhappy find it difficult to establish and preserve positive relationships. Friends make subjects feel both excited and unwanted.

People who accept themselves are more likely to accept others. When a person thinks positively about herself, then the individual thinks positively about others. On the contrary, when the individual rejects herself, he will reject others. The subject refuses to associate with others and has negative thoughts that others will not accept.

- **Third Subject**

The subject communicates her feelings, ideas, and responses to others. Telling the story instead of facing her issues is the subject's choice. Our feelings about ourselves are a major factor in determining our psychological well-being. People in psychological health believe they are competent, happy, respected, and accepted by others. Mostly, people who reject who they are are unhappy and find it difficult to establish and preserve positive relationships. People who are subjects feel valued, at ease, and accepted. People are generally more likely to accept others if they accept themselves. Positive self-perception leads to positive thoughts about others; negative self-perception prevents positive thoughts about others from entering one's mind, making it difficult to build new relationships.

C. Discussion

As defined by Azizah [19], a broken home is an example of a fractured family that can be viewed from two perspectives: (1) the family is fractured because the foundation is not intact because one of heaven's heads has passed away or divorced. (2) Although the parents are still married, the family unit is no longer whole because the mother and father either stop showing affection or are absent from the house frequently.

Azizah [19] echoed Willis's assertion, stating that a broken home is an unsatisfactory family environment where parents are no longer good role models for their kids. They could be having constant family strife. They could be brokenhearted or divorced.

Supratiknya [10] defines self-acceptance as having a high regard for oneself or one's opponents and not being self-cynical. Three aspects of self-acceptance are related to our unwillingness to share our thoughts, feelings, and responses with others. It will feel too risky to open up if the person rejects. Furthermore, the person must be genuine, truthful, and authentic in their self-disclosure to accept himself. At the time of the initial and follow-up interviews, Subject 1 was willing to share personal information about themselves, including whether or not their parents were living apart from the subject. The subject seems excited and occasionally smiles, but he also seems unhappy about disclosing the state of his family. The subject added that he had accepted the situation and was able to bid both of his parents farewell. On the other hand, he claims that the subject is aloof from his own family. It also aligns with the subject's statement.

Hurlock [20] defined self-acceptance as the capacity to accept all in oneself, whether weakness or strength, so that when something unpleasant occurs, the person can think rationally without being overcome by hatred, inferiority, guilt, or discomfort. The subject's attitude is in line with this definition.

Subject 1's attitude and Subject 3's are nearly identical; the subjects, broken-home children, demonstrate acceptance of themselves. The subjects gave the researchers a causal explanation of why their parents had separated. When telling stories, subjects also showed enthusiasm by grinning and shaking hands. Subject 3 is more receptive to their family, though.

Subject 2 appears self-conscious and reluctant to acknowledge that she is a broken home daughter. The subjects also reported that they dislike telling stories to other people. When speaking during the initial interview, the subject did not look at the other person and appeared uncomfortable.

According to the findings of a prior study by Sari [4] entitled "Self-acceptance in Teenager Victims of Parent Divorce," divorce affects children as well as parents. The attitudes of the subjects above supported this finding. One of the many ways that a parent's divorce affects their child is in their ability to accept themselves, particularly their comforts.

Supratiknya [10] asserts a strong correlation between psychological well-being and self-esteem. People in good psychological health believe they are competent, happy, respected, and accepted by others. Individuals who reject who they are are typically unhappy and incapable of forming and sustaining positive relationships with other people. Therefore, accepting who you are is essential to psychological growth and development. To facilitate the psychological development of others, you must help them by imparting a knowledge of self-acceptance. During the first and second interviews, subjects 1 and 3 reported feeling valuable and not inferior. According to subjects 1 and 3, they live in a welcoming environment. Furthermore, their parents both promised that they would not lose a parent.

Subject 2 claimed that the surroundings did not accept her because she was raised in a broken home and felt unworthy. The subject enjoys a close bond with his parents as well. It is predicated on a significant other statement by the subject 2's best friend. The significant other believes that the sluggish subject was left alone by his parents for a long time after he returned home.

The statement above is consistent with Baskoro's assertion [21] that adolescents who continue to receive adequate attention and affection from both parents despite the divorce circumstances will be able to perceive the divorce events more positively and should, therefore, have greater optimism regarding their future. Furthermore, Dewi and Herdiyanto [16] found that teenagers in

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broken-home families can also have high levels of subjective well-being when there is open communication between the parents and the teenagers regarding family conflict. This indicates that the teenagers understand that divorce is a viable option rather than continuing to live in an unbalanced household. Teenagers will be at ease and have good emotional regulation with this understanding.

Generally, those who accept themselves will be able to accept others easily. They will have positive thoughts about others when they have positive thoughts about themselves. Conversely, if they disown themselves, they will also disown others.

While watching his sibling from the mother, the first subject in the first interview. Even though they have different fathers, the subject seems to accept his sister wholeheartedly. The subject will greet people as they walk by in front of his house. The second subject appeared more downcast during the interview as she glanced at her handphone. When the researchers arrived, he seemed apathetic and even apathetic towards them. The third subject claims that it doesn't bother her if someone inquires about his family, that he welcomes the introduction of others, and that she can form bonds with strangers.

Each subject has distinct dominant aspects of self-acceptance. Regarding self-acceptance, the first subject has satisfied the requirements for psychological well-being and other people's acceptance. The first subject believes that while he can receive acceptance and admiration from others, he becomes less engaged when someone tells a story.

On the second subject, the three aspects of his acceptance are not fulfilled. Subjects are less comfortable sharing stories with others and prefer to embrace their problems. The subject also feels worthless and unacceptable in his friendships. Besides, the subject is not very responsive to the person who told him. The most dominant aspect that indicates that the subject does not meet its acceptance is the aspect of self-openness, in which the subject is very close to others.

The first subject's acceptance aspect has satisfied all three requirements, while the third subject is identical to the first. Subjects frequently tell stories to others and believe that they and those around them are valuable. The most important factor is psychological health, where the person feels completely accepted by his parents, siblings, friends, and even their big family.

IV. CONCLUSION

The data analysis in this study leads to the conclusion that while some teenagers from broken homes can accept who they are, others cannot. Regarding the self-acceptance of teenagers from broken homes, this depends on several factors, including the pattern of parenting, the positive relationship between parents and children, the social support provided by the family and other social environments, effective communication between the child and his parents, and the duration of the parent's separation. This study still has a lot of issues and space for improvement. A more thorough description of the parental care, communication, positive relationships, and social support patterns that contribute to broken-homes-teenager's ability to accept who they are.

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