

# THE EFFECT OF BROKEN HOMES ON SELF-ESTEEM AMONG ADOLESCENTS IN SUKA MAJU VILLAGE

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## ABSTRACT

*The study aims to determine the effect of a broken home family on adolescent self-esteem in Suka Maju Village. Respondents in this study were 36 teenagers from broken homes recruited using the purposive sampling technique. The data were collected using a questionnaire and self-esteem scale and analyzed using simple linear regression. The study found that broken homes significantly affected self-esteem among adolescents in Suka Maju Village. This study can serve as a reference for school counselors in developing the self-esteem of adolescents from broken homes.*

*Keywords: self esteem; broken home; adolescents*

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## INTRODUCTION

Adolescence serves as a transitional phase from childhood to adulthood. This phase witnesses a significant, rapid physical, emotional, and intellectual development, challenging individuals to adjust to their social identity (Danim, 2013; Miranda, 2013; Chen et al., 2013). Among a range of issues an adolescent face, social problems regarding self-identity can lower self-esteem.

One of the factors affecting one's self-esteem is the family environment (Ghufron &

Risnawita, 2016). Every individual is likely to be influenced by their family functions (Gladding, 2012). According to Lestari (2012), the family serves the basic instrumental and expressive functions for its members. Thus, family plays a pivotal role in influencing children's life (Rangkuti & Mardawati, 2015; Knafl et al., 2013; Porche et al., 2016). Previous studies assert that parents' behavior can affect their children's self-esteem (Rangkuti & Mardawati, 2015; Behnke et al., 2011).

A family condition is also known to significantly affect one's self-esteem. For example, high depression levels within a family, let alone a broken home family, can influence self-esteem. The term broken home is commonly used to refer to a disharmonious family due to conflicts, which often leads to arguments or even divorce (Abdullah et al., 2020; Firdausi et al., 2020; Muarifah et al., 2019).

The fact shows several broken homes in Suka Maju Village, which adversely influence children's development. The observation and interviews with adolescents in Sukamaju revealed that those from broken home families tend to withdraw from the environment, lack the confidence to socialize with their surroundings, often feel depressed, suffer from various academic and nonacademic difficulties at school. These symptoms represent a low level of self-esteem among adolescents from broken home families in Suka Maju Village.

As a low level of self-esteem is likely to become the source of problems an adolescent face, it is necessary to identify the broken family environment as one of the factors causing adolescents' low self-esteem. The present study aims to determine the effect of broken home families on adolescents' self-esteem. The result of the study can serve as a reference for school counselors to develop the self-esteem of adolescents from broken homes.

## RESEARCH METHOD

This study employed correlational design. The participants were thirty-six adolescents from broken home families in Suka Maju Village, Riau Province, Indonesia, recruited using the purposive sampling technique. The data were collected using a questionnaire and self-esteem scale. The obtained data were analyzed using simple linear regression.

## RESULTS AND DISCUSSIONS

The hypothesis on the effect of broken homes on adolescents' self-esteem was formulated into an alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_o$ ).  $H_a$ , in this study, expected that a broken home family

significantly affects adolescent's self-esteem in Suka Maju Village. Meanwhile, in this study,  $H_o$  stated that a broken home family does not affect adolescents' self-esteem in Suka Maju Village. The hypothesis was tested using simple linear regression analysis:

Table 1  
*Output Coefficient Summary*

Model	Coefficients <sup>a</sup>			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	23.218	13.867		1.674	.104
1 Broken Home Family	.625	.132	.635	4,723	.000

a. Dependent Variable: Self Esteem

As displayed in the table, the constant obtained from simple linear regression analysis was 23.218. indicating that the broken home family affects self-esteem.

Table 2  
*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 <sup>a</sup>	.403	.398	6,354

a. Predictors: (Constant), Broken\_Family

As presented in Table 2, broken family conditions influenced the adolescents' self-esteem by 40.3% and other variables outside this study by 59.7%.

The term broken home is not only limited to divorced parents, but also dead parents, or parents who leave their home often due to work, resulting in poor interaction with other family members, and parents who fail to fulfill their children's needs of love.

It can be seen from two aspects: (1) The family does not have a complete structure because one of the parents die or divorced, (2) Parents are not divorced, but the family structure is no longer complete because the father or mother often leaves home and/or no longer show affections (Hammond & Czyszczon, 2014; Sperry, 2013).

A broken home leads to a non-conductive house atmosphere as parents give little or no attention to their children, which eventually

adversely affects their development. Studies found that individuals from broken homes face more difficulties at school and are more aggressive, anxious, and sexually active. They are also reported to exhibit more withdrawal, less prosocial, and prone to drug abuse (Wangge & Hartini, 2013; Fatchurrahmi & Sholichah, 2020; Arma, 2019; Achilike, 2017). Broken home serves as one of the important variables that can affect adolescents' self-esteem, one's feeling of his/her value to judge his ability, either positively or negatively.

(Myers, 2015). Self-esteem constitutes an integration of self-confidence and self-respect (Rahman, 2013). In other words, self-esteem is one's positive or negative self-evaluation, affected by the interaction with significant others in the surroundings and their acceptance, respect, and treatment.

According to Bradshaw (Ghufron & Risnawita, 2016), one's self-esteem has begun to develop since an infant feels the first pat when he or she is born. One's self-esteem is formed since one engages with social interaction and experiences. Excessive mockery, punishment, command, and prohibition can make children feel disrespected (Ghufron & Risnawita, 2016: 41).

Self-esteem represents one's self-evaluation. The evaluation shows how individuals regard their existence and meaningfulness. Individuals with high self-esteem are likely to appreciate their strengths and potential while accepting their weaknesses. In contrast, individuals with low self-esteem are often unsatisfied with their own condition, find it difficult to appreciate their strength, and often see only their weakness (Istiana, 2017).

Self-esteem is an important element of adolescents' development, equally important to social, physical, and academic skill development. The previous study shows that self-esteem affects motivation, functional behavior, life decision and is significantly related to adolescents' lifelong wellbeing (Nikmarijal & Ildil, 2014). Adolescents with high self-esteem view themselves as valuable, successful, and meaningful. In

contrast, those with low self-esteem are likely to see themselves as useless, unwanted, and meaningless. Individuals with low self-esteem may find it difficult to respect themselves and their surroundings (Srisayekti et al., 2015). Low self-esteem is also reported to be associated with negative phenomena, including premarital pregnancy, drug abuse, violence, depression, social anxiety, and even suicide (Fitriah & Hariyono, 2019).

Meanwhile, from the positive lens, high self-esteem is associated with satisfactory learning achievement (Refnadi, 2018). It is important for adolescents to have a high self-esteem level, as individuals with high self-esteem are likely to be optimistic, confident, and aware of their weaknesses, then turn it into a challenge to develop.

Self-esteem is known to affect adolescents' learning process at school. (Refnadi, 2018). Adolescents with high self-esteem are reported to have higher achievement. Similarly, another study also reports that self-esteem significantly influences adolescents' academic achievement (Wibowo, 2014). The study implies the importance of self-esteem in affecting adolescents' academic achievement. Adolescents with higher self-esteem are associated with higher learning achievement, whereas lower self-esteem is related to poor learning achievement (Irawati & Hajat, 2012).

The result of the study can serve as the reference for future studies to explore, more specifically, the effect of low self-esteem. Considering that self-esteem can affect adolescents' academic and non-academic aspects, school counselors need to pay attention to one's self-esteem when providing guidance and counseling services. School counselors can organize and design an effective guidance and counseling strategy to help adolescent improve their self-esteem by considering broken homes as the influencing variable.

This study is also useful for parents to pay attention to their child's condition and family condition to improve children's self-esteem and develop a harmonious, happy family.

### CONCLUSION

This study found that broken home family serves as one of the variables influencing adolescent self-esteem. This study can be used as a reference for school counselors when designing guidance and counseling services to help adolescents from broken homes enhance their self-esteem. Adolescents with high self-esteem are expected to be able to develop their potential and exhibit optimal growth.

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