

Analysis Of The Impact Of Broken Home On The Emotional Condition Of Grade IV Students At SDN 4 Sama Guna

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Abstract

This research aims to analyze the impact of broken homes on the emotional condition of fourth-grade students at SDN 4 Samaguna and to describe their emotional condition. Using a qualitative approach with a case study type, the research involved 18 students, 7 of whom came from broken homes, as well as teachers, the principal, and parents as subjects. Data were collected through participatory observation, in-depth interviews, and documentation, and their validity was tested using triangulation and member checks. The results showed that the impacts of broken homes include excessive sadness and gloom, irritability and emotional instability, withdrawal from the social environment, excessive anxiety and fear, lack of self-confidence, difficulty concentrating in learning, as well as aggressive and unruly behavior. The students' emotional condition appeared unstable, full of worry, and they experienced difficulties in social interaction. Handling efforts made by teachers and the school include providing special attention, motivation, cooperation with parents, creating a comfortable learning atmosphere, and providing psychological support, while parents try to accompany their children by listening to their stories, giving affection, and encouragement.

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1. INTRODUCTION

The family is the primary environment in which individuals form personality, behavior, and emotional development. Family harmony plays a crucial role in creating a sense of security, affection, and psychological support for children. However, in reality, not all families are able to fulfill these functions optimally. The phenomenon of broken homes is a common social problem that impacts the psychological well-being of children and adolescents. Broken homes are often characterized by parental divorce, prolonged conflict, lack of communication, and even the loss of one parent's role in the family (Tuazzara, Kencana, & Fajrina, 2025).

Furthermore, a dysfunctional family can cause children to lose a sense of security and emotional attention from their parents. As a result, children become more susceptible to stress, anxiety, depression, and deviant behavior. Nockita (2024: 28) explains that children from broken homes tend to have emotional wounds that can trigger behavioral disorders or deviant behavior if they do not receive adequate social support. This situation indicates that broken homes are not merely a family problem but also a factor influencing children's emotional well-being. Therefore, research on the relationship between broken homes and emotional well-being is important to understand the psychological impacts experienced by children and as a basis for providing appropriate support and treatment.

Children from broken homes tend to experience greater emotional stress than children from harmonious families. This can affect emotional stability, self-concept, social relationships, and

even mental health. Research shows that children from broken homes experience emotional fluctuations, difficulty controlling feelings, and obstacles in building healthy interpersonal relationships (Annisa, Salsabila, & Mahmud, 2024: 712). In general, a broken home is a condition where the family experiences disharmony, so that family functions do not run as they should. A broken home can occur due to divorce, prolonged parental arguments, domestic violence, or the loss of a parental figure. According to Hurlock (2017: 310), a broken home is a condition where a family is not intact due to divorce or separation, which disrupts a child's psychological development. Meanwhile, Willis (2015: 66) states that a broken home is a family that experiences a breakdown in relationships, resulting in a decrease in attention and affection for children.

Emotional well-being is an individual's psychological state related to feelings, moods, and the ability to manage emotions in a particular situation. According to Goleman (2016: 43), emotional well-being is an individual's ability to recognize, understand, control, and express emotions appropriately. Santrock (2018: 15) explains that children's emotional well-being tends to be unstable because childhood is a transitional period marked by physical, psychological, and social changes. Research by Rahayu (2020: 165) states that emotional regulation in children is very important because it helps individuals understand and control emotions so they can act rationally and not impulsively.

Broken homes are closely linked to children's emotional well-being. Family disharmony causes children to lack a sense of security, attention, and emotional support from their parents. As a result, children are more susceptible to anxiety, stress, depression, anger, disappointment, and difficulty controlling their emotions. Indari et al. (2022: 45) state that broken homes can trigger psychological disorders in children, such as stress, anxiety, and depression, if they do not receive adequate mental and psychosocial support.

Several previous studies have examined the impact of broken homes on children at the elementary school level. Ardilla and Cholid (2021) studied the psychological and social condition of elementary school-age children from broken homes, Fachridatul and Hartati (2021) examined the emotion regulation of broken home students in relation to aggressive behavior, and Muhammad Najib et al. (2022) examined its impact on the learning activities of elementary school students. Other studies addressed the social-emotional development of broken home children in the second grade of a madrasah ibtidaiyah (Muhammad Fikri Abdun Nasir & Ichsan, 2021), the social behavior of fifth-grade students (Paskalina et al., 2024), and character education strategies that involve families and teachers (Rohim & Kurniawati, 2021). These studies show that the topic is relevant, but they address psychological, social, behavioral, learning, or character aspects in different school settings and age ranges. This study differs from them in four respects. First, it focuses specifically on the emotional condition of students, namely sadness, irritability, social withdrawal, anxiety, self-confidence, concentration, and aggressive behavior. Second, it takes fourth-grade students at SDN 4 Sama Guna, Tanjung District, as a single case, so it gives a context-specific picture. Third, it uses several groups of informants (the principal, the homeroom teacher, the students, and their parents) to examine the same phenomenon from different perspectives. Fourth, besides describing the impacts, it describes how teachers, the school, and parents respond to the students' emotional condition, so that the findings can serve as a basis for practical support at school.

Based on the results of observations and initial interviews conducted by researchers in grade IV of SDN 4 Sama Guna, it shows that some students show different behavior from other students, such as being easily angered, withdrawing from social environments, lacking self-confidence during learning, and experiencing excessive anxiety. The teacher stated that some students who have different behaviors actually come from broken homes, which are not only in the form of parental divorce, but also include prolonged family conflict. Therefore, this study aims to analyze in depth the impact of broken homes on the emotional condition of grade IV students at SDN 4 Samaguna.

2. RESEARCH METHOD

This research uses a qualitative approach with a case study. A qualitative approach aims to understand social phenomena in depth from the perspective of the participants or research subjects (Septiana, Khoiriyah, & Shaleh, 2024: 236). Case studies allow researchers to explore a phenomenon in depth and holistically, thus understanding the dynamics that occur within the research subjects (Wulandari, Arivia, & Saragih, 2025: 2).

This research was conducted at SDN 4 Sama Guna, Kroya Hamlet, Sama Guna Village, Tanjung District. The study began in the even semester of the 2025/2026 academic year. Subjects included the principal, the fourth-grade homeroom teacher, seven fourth-grade students from broken homes, and their parents. Informants were selected using purposive sampling, that is, by deliberately choosing people who had direct knowledge of, and involvement in, the phenomenon under study. The seven students were selected because they came from broken homes (parental divorce, prolonged parental conflict, or parents working far away), based on information from the homeroom teacher and the results of the initial observations and interviews.

Primary data sources were obtained directly from research subjects who had information about the phenomenon under study. Data were collected through participant observation, in-depth interviews, and documentation related to students' emotional states in the school environment. Observations focused on students' emotional behavior in the classroom and during social interactions at school. Interviews were conducted using a semi-structured interview guide with informants.

The data analysis technique used in this study is the Miles and Huberman interactive analysis model, which consists of three main stages: data reduction, data display, and conclusion drawing/verification (Qomaruddin & Sa'diyah, 2024: 79). To ensure the validity of the data, the researchers used source triangulation, technical triangulation, and time triangulation techniques. In addition, member checking was also carried out by returning the interview transcripts to the informants to re-check their accuracy and accuracy (Lloyd, Hyett, & Kenny, 2024: 2).

3. RESULTS AND DISCUSSION

3.1 Research Results

Based on observations and interviews of the 18 fourth-grade students at SDN 4 Samaguna, seven come from broken homes. These seven students are Azka Izzul Haq, Kinara Dhira Rakita, Ashad Ar Rizki, Habib Abdul Faqih Al Athos, Danies Mibras, Dela Angraeni, and Rizkya Putri. Their family circumstances vary, from divorced parents, parents working long distances, to parents experiencing frequent conflict.

The impact of broken homes on students' emotional well-being is very visible in their daily school life. First, students exhibit excessive feelings of sadness and gloom. Students like Azka and Dela often feel lonely and sad, especially when they see their friends being picked up by their parents. Second, they develop irritability and emotional instability. Danies and Faqih, for example, admitted to often feeling irritated and having difficulty controlling their emotions at school and at home. Third, they withdraw from social environments. Students from broken homes are more likely to be alone, silent, and avoid social interactions, as experienced by Ashad and Rizkya.

Additionally, other impacts include excessive anxiety and fear, low self-confidence, difficulty concentrating on learning, and occasional displays of aggressive and unruly behavior. Fourth-grade teacher, Ms. Astia Garini, explained that these students frequently daydream, have difficulty focusing on teacher explanations, and are prone to declining academic performance.

Students' emotional expressions also varied. Some expressed their emotions through crying, anger when reprimanded, silence and solitude in a corner of the classroom, anxiety when having to perform in front of the class, and hesitation in making decisions.

In response to this situation, schools and teachers have taken various measures. Teachers are paying special attention to engaging students in persuasive conversations,

providing motivation to maintain student enthusiasm, establishing communication and collaboration with parents, creating a comfortable learning environment, and providing personal support through the class teacher. Meanwhile, parents (guardians) are also striving to support their children by encouraging them to talk, offering affection, and providing constant encouragement.

3.2 Discussion

The findings of this study demonstrate that broken homes are associated with a negative impact on the emotional condition of elementary school-aged children. This aligns with Attachment Theory, proposed by John Bowlby. This theory explains that a strong and secure emotional bond between children and parents significantly influences a child's psychological development. Family relationships that are fractured due to divorce or conflict disrupt children's sense of security (insecure attachment), which then manifests itself in emotional instability.

Children from broken homes at SDN 4 Samaguna exhibit symptoms of a loss of security, leading to prolonged anger, anxiety, and sadness. The field data support this interpretation. Azka and Dela often felt lonely and sad, especially when they saw their friends being picked up by their parents; Danies and Faqih admitted that they were often irritated and had difficulty controlling their emotions at school and at home; and Ashad and Rizkya tended to be alone, silent, and avoided social interaction. The homeroom teacher also observed that these students frequently daydreamed and had difficulty focusing on explanations. The relationship between family conditions and students' emotional condition is therefore interpreted from triangulated qualitative data (observations, interviews, and documentation) in this specific case, and not from a statistical test of causality. These findings align with a study by Fernandasari and Dewi (2022: 3), who found that children from broken homes tend to experience emotional confusion and low psychological well-being. Furthermore, Nola (2024: 52) emphasized that children who lack full emotional support from their families tend to exhibit aggressive behavior and low self-esteem.

Furthermore, the emotional stress experienced by students causes them to experience academic obstacles such as difficulty concentrating. Ariyanti, Achdiani, and Fatimah (2025: 45) explain that prolonged sadness and anxiety lead to a loss of zest for life and motivation to learn. Students tend to use defense mechanisms by withdrawing from their social environment, which hinders their ability to adapt and socialize at school.

Despite facing challenging psychological conditions, the coping efforts of teachers and schools have significantly helped maintain students' learning rhythm. The teachers' active involvement in providing extra attention and personal support aligns with the recommendations of numerous previous studies regarding the importance of school support systems for at-risk students.

4. CONCLUSION

Based on the research results and discussion, it can be concluded that broken homes are associated with clear impacts on the emotional well-being of fourth-grade students at SDN 4 Samaguna. Regarding the first objective, namely analyzing the impact of broken homes, the main impacts felt are excessive feelings of sadness and depression, emotional instability, social withdrawal, anxiety, lack of self-confidence, decreased concentration in learning, and potential aggressive behavior. These unstable emotional states reflect a loss of security due to suboptimal family functioning.

Regarding the second objective, namely describing the students' emotional condition, the students appeared emotionally unstable and full of worry, and had difficulty in social interaction. Their emotional expressions varied, from crying easily, anger when reprimanded, and withdrawing into oneself to anxiety when performing in front of the class and hesitation in making decisions. To minimize these negative impacts, collaboration between schools, teachers, and parents is essential. Providing special attention, consistent motivation, psychological support, and creating a

welcoming and comfortable learning environment are practical solutions for supporting children from broken homes.

These findings have several implications. For teachers, students' emotional behavior (for example sudden sadness, irritability, withdrawal, or daydreaming) needs to be recognized early as a possible signal of problems at home, so that personal attention and motivation can be given promptly. For schools, psychological support, a comfortable learning environment, and regular communication with parents need to be provided consistently, building on the collaboration that already exists. For parents, listening to the child's stories, giving affection, and offering encouragement remain important for the child's emotional stability. Because this study is a qualitative case study of seven students at one school, the findings describe this context and cannot be generalized; further research involving more schools, other grade levels, or a longer observation period is recommended.

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