



IMAGES OF CHILDREN AND TEENAGE VICTIMS OF DIVORCE

Destryna Nainggolan¹, Vonny Victory Sofia², Gerdy Suryahadi³

University Persada Indonesia YAI

destryna@gmail.com

Abstract:

This research aims to determine the picture of children and adolescents after divorce. Get a picture of their lives emotionally and physically, in social and educational interactions, and in dealing with conflict. This qualitative research attempts to describe the participants who will be studied based on observations and interviews. This research involved 3 (three) people: one child and two teenagers. The three of them differ in age, gender, education, culture, economy and religion. They are a 10-year-old boy in the 4th grade of elementary school, a 14-year-old girl in the 2nd grade of junior high school, and a 17-year-old boy in the 3rd grade of high school. Researchers also conducted interviews with their mothers to obtain information. The interview aimed to find out more about their post-divorce image. The care and affection of parents after divorce impact them in managing emotions, enthusiasm for learning and overcoming conflicts that occur in their lives.

Keywords: General description of children and young people who are divorce victims, Parental attention and affection after divorce, Victim of parental divorce.

Related: Destryna Nainggolan

Email: destryna@gmail.com

INTRODUCTION

Research conducted by (Oktora, 2021) states that research on children from families whose parents are divorced shows that divorce has a negative impact on emotional conditions. The emotional state that often appears in children is an expression of fear and sadness (Kusumawati, 2020). Children whose parents divorce tend to be unable to control their emotions.

Another study conducted (Prptomojati, 2018) showed the results of his research that attention and affection from parents and the people around them is something that children and teenagers dream of. Children and teenagers need attention and affection in their development.

Further research conducted by (Azizah, 2017) resulted in the finding that divorce has a negative impact on children's psychological development because, in general, the psychological development of children whose parents are divorced is very disturbed; apart from that, there are also negative factors from their parent's divorce. The impact of divorce is a lack of love and attention from parents (Indriani et al., 2018). Psychologically, parental divorce changes attitudes, responsibilities and emotional stability (Ramadhani & Krisnani, 2019).

Ajiksuksmo said that children need parents to educate them to be healthy, intelligent, and have good personalities (Iustitiani & Ajisuksmo, 2018). According to WHO, one part of the United Nations (UN) agency related to health states that a person is mentally healthy. There are three aspects of mental health: physical health, mental health, and social health. The Ministry of Health of the Republic of Indonesia also conveyed that health is a condition where a person is in a standard and prosperous state of bodily, social and mental health (<https://ajaib.co.id>).

Gary Thomas admitted that he was very grateful to grow up with a father I could be proud of. He also said that children crave their parents' pride. Thomas grew into a successful adult because he lived in an intact family with good parenting (Subagia, 2021). Parents' presence is necessary for a child and teenager's emotional, social and physical growth (Baharuddin, 2019).

Based on research that has been carried out and obtained data on the number of divorces from BPS (Central Statistics Agency), Indonesia is the country with the highest divorce rate in Southeast Asia. Based on data (Statistics, 2017) shows that from year to year, the number of divorce cases in Indonesia has increased.

The data is presented as follows: In 2013, there were 324,247 cases of talk and divorce. Then, in 2014, the number increased to 344,237 cases; finally, in 2015, there were 347,256 cases of talk and divorce. From this data, it was found that the issue of divorce is something that needs serious attention because there are children who have experienced the loss of one of their parents. Children live in single-parent families.

Next, National BPS, 28 November 2019, stated that both marriage and divorce rates in Indonesia increased from 2015 to 2017. From this data, it is estimated that there is one divorce in every five marriages. BPS data shows that most divorces occur on the island of Java. In 2015, there were 347,256 talk and divorce cases.

Divorce often occurs among those whose marriage age is under 10 years and who already have children (Octaviani & Nurwati, 2020). Young married couples still need to be equipped with household readiness. Mental, economic and relationship readiness of both parties. This unpreparedness got this young couple into trouble and ended in divorce.

The impact of parental divorce makes children become victims (Ariani, 2019). As Wright said, the impact of divorce is that children experience a lot of confusion and crises. Children are hurt the most when their parents divorce. Children feel sad and close themselves off.

Divorce of parents directly causes children to experience the feeling of losing one of their parents, whom they usually encounter every day (Trianti et al., 2020). Other impacts will also appear slowly. His mental health shows this (Ramadhani & Krisnani, 2019).

Various studies and research that have been carried out show that divorce has a significant impact on children, ranging from minor impacts to very significant impacts and from short-term to long-term impacts. The children are no longer happy. He saw that he lived with one of his parents. He experienced sadness.

Various studies show that children can experience behavioural problems. The child became quiet. Children become closed when they experience difficulties. He was irritable and easily angered.

Adjustment problems also occur in children. He has difficulty interacting with his friends. He was afraid of finding out that his parents were divorced. He feels less valuable because he does not have complete parents like his friends. At school, children become quiet and shy.

Apart from that, low subjective well-being is also experienced by children of divorce victims. He lives with his mother, who works to support them after the divorce. The child was home alone when his mother left for work. The child experiences loneliness.

Emotional problems are also an impact of divorce. He becomes hostile towards himself and his environment. He tends to have a negative attitude towards himself when facing difficulties, such as difficulty in arithmetic lessons. He gives up quickly. His fighting spirit in studying is low.

Children also have a high risk of experiencing depressive disorders. He is introverted, sensitive, easily discouraged and lonely. The tendency to end their life is more significant compared to children who are in a harmonious family environment with intact parents.

Other negative impacts on children of divorce are anxiety, loneliness and life dissatisfaction, low achievement at school, alcohol dependence and the risk of antisocial and criminal behaviour.

Other post-divorce impacts have an impact on their psychology. Wulandari revealed this from his research in Situbondo. The psychological impact seen in children whose parents divorce is that children do not feel safe (insecurity). He is financially and financially insecure. Because, according to him, his future will be bleak. This arises because he has yet to receive his parents' full attention, materially and morally.

Another thing that is seen in children who are victims of divorce is a sense of rejection from the family. The child feels rejected by one of his parents (father or mother). When the child's father remarried, the child felt left out and lost his happiness. According to Papalia, children become sceptical of themselves, which allows them to experience unstable self-image. Papalia also stated that divorce is not a single event but rather a series of processes that begin before physical separation and have the

potential to be a stressful experience and cause detrimental psychological impacts for children who are victims of divorce.

The subsequent impact of divorce is that children experience emotional disorders. Children's emotions tend to be negative. Children are irritable, offended or silent. Children often get angry just because something small bothers them. As Papalia stated, the angry nature (temperament) of children who are victims will always be recorded in their subconscious because of the behaviour of their parents, who often fight in front of the child, and this results in the child having a temperament that is difficult to control.

Another negative emotion that exists in children who are victims of divorce is sadness. Sadness is a behaviour that is visible in children, as developed by Bird and Melville in their theory that children whose parents divorce feel embarrassed and even sad because the child feels different from other friends. This condition can damage a child's self-concept, which is often followed by depression, sadness, anger, rejection, low self-esteem, as well as being disobedient and tends to be socially aggressive.

Loneliness also occurs in children whose parents divorce. The lonely child was full of care and loving touch from parents (Matahati & Markoni, 2022). Feldman said that loneliness in children who are victims of divorce is caused by parents no longer ignoring their behaviour and development, there is no longer complete attention from their parents, and many parents discredit their children as a result of their relationship with their ex-partner.

Andrew Root (2010) reveals that divorce is more than a psychological or sociological reality. Divorce is a threat to a child's life and to his personality. Children who are victims of divorce face psychological problems, behaviour and child interactions in the community and school where they live.

If you refer to Adler's theory, how important it is for children to have a good memory in childhood. Adler emphasized that childhood memories are always consistent with a person's current lifestyle, and their subjective reports of these experiences result in an understanding of their ultimate goals and current lifestyle (Nasyoroh & Wikansari, 2017).

Children who are victims of divorce will have poor memory during their growth and development due to the divorce of their divorced parents. This is in accordance with Adler's theory, which states that bad experiences in childhood will be recorded in the memories of children who are victims of divorce and carried into adulthood.

Pristinella said it was parents' responsibility to help their children grow well. Parents provide love, discipline, and good examples that are applied firmly and consistently. In educating children, he also suggested that parents must be consistent, firm, not harsh, and set a good example at home.

Based on observations and interviews with 3 people aged 10 years, 14 years and 17 years, divorce victims experienced sadness, but they had enthusiasm because their parents gave them attention and affection. This is different from previous research. The children of divorce victims studied experienced emotional and behavioural changes.

Based on the explanation of the phenomena described above, this research aims to see the image of children and young people who are victims of divorce and whose parents still give them attention and affection with the title "Image of Children and Teenagers who are Victims of Divorce".

RESEARCH METHODS

Research design

In Chapter 3, the research method used is a qualitative approach. Qualitative research is research that seeks an in-depth understanding of a symptom, fact or reality. Qualitative research is a method for deciphering and understanding the meaning ascribed to social or humanitarian problems by several individuals or groups. Afterwards, there is a final written report or presentation, including participants' statements, complex descriptions and interpretations of the problem, and their contributions to the literature or suggested changes.

The type of research used by researchers is phenomenology, a research design that originates from philosophy and psychology, and researchers describe human life experiences regarding a particular phenomenon as explained by participants. If individuals show certain behaviour in society,

then this behaviour is a manifestation of the views or thoughts that exist in the human head. This research aims for qualitative researchers to identify a phenomenon, an object from human experience.

The research that the researchers conducted was to find out about the image of children who are victims of divorce. Seeing his existence, his experience of experiencing intrapersonal and interpersonal conflicts and resolving them so that the lives of divorced children can be lived well and have a good future.

Research Participants

The subjects in this research were 3 (three) people, namely one child and two teenagers. Researchers selected them based on the criteria that they were children and teenagers whose parents divorced when they were still children, aged 5 and 6.

They deliberately chose different levels of education, age, and cultural and religious backgrounds. They are in school, unmarried, and live with one parent. A 10-year-old child lives with his mother, and two other teenagers live with his mother (14 years old, female) and his father (17 years old, male). Another criterion is that they have similarities in expressing their emotions. They have similarities in sadness, loneliness and lack of enthusiasm at school. The criteria for research participants are as follows:

- A. Children of various ages are 10 years old, 14 years old, and 17 years old
- B. Lives with one of his parents
- C. Different levels of education, economy, ethnicity and religion.

Researchers also interviewed their parents, in this case, their mother and *their significant other*. The reason is that children who are victims of divorce are closer to their mothers.

With these criteria, researchers can understand his existence more profoundly and see his complete picture from different backgrounds.

Research Instrument

Before conducting the research, the researcher built a report card *for* the three children, teenagers and their parents. When conducting this research, put yourself in the role of interviewer. Researchers also made indirect observations of them. Watch them interact with their parents and friends. This was done before the Covid-19 pandemic. After making observations, the author asked for time to discuss his daily activities. This is pre-research.

After familiarity and familiarity, the researcher asked for his willingness to become a participant in this research. They are willing to involve themselves in research. The subsequent actions are research planner, research implementer, data collector, data analyzer, data interpreter, and then reporter of the research results. The types of data collected in this research are:

Primary data, where the data is in the form of words, writing and actions obtained from interviews and observations of the subject. Additional data, namely data in the form of written documents obtained from the subject's family.

The data that has been obtained will then be analyzed by researchers. Another instrument involved in this research was *an audio/video recording device in the form of a Samsung A50 Android* cellphone, which the researcher used to conduct interviews. The researcher ensured that everything was in good condition, no sound was coming in, and the atmosphere was comfortable, so the interview process went well.

This tool is used by researchers in this research as a backup data source if data in the form of written documents is lost or damaged.

Method of collecting data

The data collection technique used in this research was to conduct direct and indirect interviews because conditions did not allow this due to the COVID-19 pandemic and to obtain complete data. Conduct interviews by creating questions prepared to obtain complete data by the objectives of this research. All data was obtained from participants and participants' parents.

Interview guidelines

Interview Guide for Overview of Children and Adolescents Victims of Divorce

Interview date:

Name:

Education:

Ethnic group:

Religion:

Residence:

=====

A list of questions:

1. Do participants know the reason their parents divorced?
2. When did the participants know that their parents were divorced?
3. How do participants feel when they know these parents divorce?
4. How do participants view the future?
5. How participants view other people or friends
Finding out that your parents are divorced?
6. What are the participants' views about going to school?
7. How do participants express their emotions?
8. What are the prospects for the future?

Interview Guidelines for Parent Participants:

A. Respondent's identity

Interview date:

Name:

Gender:

Age:

Education:

Religion:

Work:

B. List of Questions

1. What year did you get married?
2. How long have you been married?
3. In what year did you divorce your partner?
4. How was your household like before the divorce?
5. Why did you choose to divorce?
6. What was the child's emotional state before the divorce?
7. What is the child's emotional condition after the divorce?
8. Does your child ever express his feelings?
9. How does your child behave now?

Data analysis method

This qualitative research consists of preparing and organizing data for analysis, then reducing the data into themes through coding and condensing codes, and finally presenting the data as numbers, tables or discussion results. Researchers carry out data collection, analysis, and report writing processes, which are interrelated and take place simultaneously in field research.

This data analysis method refers to Bazeley (2013), who relates success in data analysis starting from initial preparation, research with concepts and then taking steps that will facilitate or hinder the interpretation and explanation of the observed phenomena.

Furthermore, in analyzing qualitative data, researchers move in analytical circles. Researchers use analytical strategies in each spiral intending to produce specific analytical results.

The steps taken are as follows:

1. Management and Data Management

In the initial stages of the analysis process, researchers organize the data into digital files and then create a file naming system. After organizing the files, researchers perform data conversion and create plans for secure long-term file storage. Data conversion requires researchers to decide about appropriate text units and then digitally represent audiovisual material.

2. Reading and Writing Ideas That Come Up

Researchers carry out data analysis by understanding the entire database. Agar suggests researchers read the transcript in its entirety several times. Focus on details, try to understand the entire interview beforehand and break it down into parts. This section emphasizes memo writing as a complementary role to systematic analysis because memos help track the development of ideas through the process.

3. Explaining and Clarifying Code into Themes

Writers take the next step from reading and writing to describing, clarifying, and interpreting data. In this section, the researcher makes a detailed description, applies codes, develops themes or dimensions, and provides interpretations from his literary views or perspectives.

4. Developing and Making Interpretations

In carrying out the interpretation process, according to Paton (2015), creativity and critical abilities are needed to make carefully considered decisions about what is meaningful in the patterns, themes and categories resulting from the analysis. This process begins with developing codes, forming themes from codes, and then organizing themes into larger abstraction units to understand the data (Creswell & Poth, 2018). The researcher will connect the interpretation to the larger research literature to develop with others.

5. Representing and Visualizing Data

In this final phase, the researcher presents the data as something in the form of text, tables, or images. A hypothesis or proposition that defines the relationship between categories of information representing qualitative data. For additional ideas, innovative data display styles and guidelines best represent data from audiovisual analysis.

Data Validity Method

According to Creswell (2016), qualitative validity is an effort to check the accuracy of research results by applying particular procedures. Validity is also a strength in qualitative research, which is based on determining whether the findings obtained are accurate from the perspective of the researcher, participant, or reader. In qualitative research, strategic validity is used because it can improve the researcher's ability to assess the accuracy of research results and convince readers of this accuracy.

The validity strategy used in this research is to apply a member check to determine the accuracy of the research results. Member Checking can be done by bringing back the final report or a particular theme to the participants to check whether they feel the report is accurate.

The researcher brings back the final report that has been made to the participant to check whether the report is accurate. With member checks, researchers allow participants to comment on the research results.

The author uses triangulation for data validity. Triangulation refers to taking different data sources to clarify a particular matter. Theoretical triangulation uses several different perspectives to interpret the same data. Source triangulation is re-examining information obtained from sources, namely the participants themselves.

RESULTS AND DISCUSSION

Implementation of Data Retrieval

The data collection method in this research was carried out by interviewing three participants who were children and teenagers who were victims of divorce. Next, interviews were conducted with the participants' parents, in this case, three people, their mother being *the closest person*.

This study had three participants: one man and two teenagers, one woman and one man. According to the research criteria, three participants came from divorced families. Their ages are one

boy with a 4th-grade elementary school education at ten years, one girl with a 2nd-grade junior high school education at 14 years, and one boy with a 3rd-grade high school education at 17 years.

In this chapter, the results of the interview analysis will be presented in narrative form. To make it easier for readers to understand the description of children who are victims of divorce, the data will be analyzed, described, and interpreted per participant. The participant interview process began on May 30, 2020, and ended on January 27, 2021. The duration was long considering the conditions of the Covid.19 pandemic. Participants take class promotion exams, some are on holiday, and some have family problems. The researcher waited for his readiness to conduct the interview. By carrying out intense communication, all the data was finally obtained in January 2021.

The interview process involves direct interviews and cell phone intermediaries such as *video calls*. When this research was conducted, the world was facing the *COVID-19 pandemic*, so there was a PSBB (Large-Scale Social Restrictions) policy, which means that the government asked people to carry out activities at home and maintain (psychological) distance. *Keep the distance*.

During initial data collection, the researcher tried to interview participants directly to explain the aims and objectives of the research and asked for the author's approval. The author asked questions before the pandemic and conducted telephone interviews because the PSPB had already been implemented.

In direct interviews, researchers and participants tried to follow the health protocols issued by the government. Of the three participants interviewed, one person was questioned from the start by video call because the participant was far away because he was going to take the exam in Bandung. Considering the remote location, the researcher finally interviewed via video call.

Table 4.1 *Schedule and Place of Data Collection*

Initials	Meeting	Date	Place	
	I	June 8, 2020	Via <i>Video Call</i>	Cibubur
	II	January 21, 2021		
				Cilengsi
L.S	I	June 8, 2020	Cibubur	
	II	January 22, 2021	Via <i>Video Call</i>	
PW	I	June 28, 2020	Residence	
	II	January 27, 2021		
			Via <i>Video Call</i>	

Table 4.1 *Schedule and Place of Data Collection*

Participant Overview

Participants in this study consisted of a 10 year old boy in the 4th grade of elementary school. Two teenagers: one 14-year-old girl is in the 2nd grade of junior high school, and the other boy is in the 3rd year of high school. The three of them are still in their infancy and are currently studying; some are in elementary, middle, and high school. Participants IS, S, and A are both children of divorce and live with one parent. Participant S lives with their mother, and Participant A lives with their father. The three are in Jonggol, Cilengsi, and Bekasi, West Java Province.

Participant Overview ITable 4.2 *Participant I demographic data*

Participant Identity I	
participant's name	IS
Age	10 years
Education	4th grade elementary school student
Parents divorced because of age	5 years
Junlah brother	0 people
Ethnic group	Batak
Child	Bachelor
Mother's Age	34 years old

The first participant in this research had the initials IS. He is a 10 year old Batak child. His mother divorced when the participant was 5 years old. He was an only child because his mother had not remarried when this data collection was done. IS participants are sociable boys. He has many friends. His friends like hanging out with him because he can cooperate in his games. His friends come from different tribes and religions. At 10 years old, they are very tolerant.

IS participants are pleased at school and in the home environment. The teacher also expressed his appreciation for the position of class president. His achievements at school were quite good, and he was elected class president in class. He was ranked 3rd (third) in classes 2, 3, and 4 elementary schools (from interviews with his mother).

He lives close to his grandfather and grandmother, called ompung (a greeting in the Batak language), and his uncle (his mother's unmarried younger brother). His grandparents cared about the participants. He often asked whether he had eaten, whether he saw the participant on the terrace, or when he was going to play with friends who lived not far from the participant's house. He got attention from them, so he had the enthusiasm to learn.

His mother worked in a shop. It sells drinks and food. The location of the IS participant mama's stall is near the factory. Do participants also sometimes help their mothers in the shop? Apart from the participants who love their mothers, they are lonely at home. His mother showed her love by helping her mother make boiled noodles ordered by customers. He also helped sweep the dirty stalls because customers came and went. Location of participant's house in Cilengsi. They live near the factory. Her mother's shop is just a short distance from the house. While heading to the shop, the ISIS participant left with his mother on a motorbike. Getting to the shop from where you live is only 10 minutes.

The participant's health at the interview was good. He is not sick, he goes to school and plays in the afternoon with his friends. His mother is very concerned about the health of her son, IS. The mother provides good nutrition and is very attentive in paying attention to her child's daily life. He always asked where the ISIS participants were. His mother always asked about school and his schoolwork.

The relationship between IS participants and their board of directors is quite good. His father picks up the ISIS archivist weekly to walk and eat together. The participants were pleased when they arrived on Saturday. He can play and hang out with his father. He loved his father because his father paid good attention to his son. Not infrequently, his father gave him pocket money.

After several years of divorce, the relationship between his father and mother became good. Suppose the IS participant needs money to buy school supplies or pocket money. In that case, the mother will contact the IS participant's father, and the IS participant's father will respond and immediately send the required funds by asking for it.

Participant Overview IITable 4.3 *Participant Demographic Data II*

Participant Identity II	
participant's name	S

Age	14 years
Education	Class 2 Students
Parents divorced at the age	6 years
Number of brothers	1 person
Ethnic group	Dayak and Javanese
What order do you come in your family-	2 of 2 brothers
Mother's Age	48 years old

The second participant in this research is S. Participant S is a 14-year-old woman with a 17-year-old older sister in her 3rd year of high school. The participant is the second child of two brothers. He is in the 2nd grade of junior high school.

Participant S lives at home with his mother. After divorcing, her mother remarried a Batak man 8 years later. Papa continued, Participant S is a good papa. Paying attention to participant S's needs. It is common for Dad to continue cooking side dishes and vegetables, considering that his wife works in the delivery office. One of the older sisters was concerned even though her communication with her friends was not as smooth as participant S's.

Daily life Participant S is a quiet child. He only talked a lot with his close friends. His mother was always proactive in communicating. Always agree with the school situation and the participants. His mother often advised relationships. Her mother was caring and more considerate when compared to participant S' younger siblings.

Participant S's relationship with his mother is quite good, as is his father. Participants prefer to gather with their friends at the school where they live. When participants meet and joke around, they can lose track of time. For participant S, his friend is his closest friend. His teammates also really like to be friends with participant S.

They lived near Sabahat with their mother, who had studied in Jakarta. Parisian S already considers his mother's friends as close family. This mother's friend has a child the same age as Participant S. Participant S likes to visit and eat with the family. The participant calls Mami F. Mami F also considers Participant S to be her child. He wants to provide attention and advice so participants are enthusiastic about their school. Suggestions given to participants are accepted. He likes getting attention. Aunt F's husband is quite good and pays attention to Participant S. Parisian S, who lives in Jonggol.

Participant S's relationship with his biological father is quite good. It's just that communication could be smoother because the father is busy working and the father has remarried. In this marriage, his father had no children. His father married a married woman and had children. If the father forgets to call because he is busy working, then Participant S is the one who calls his father. Participant S called his father several times because he missed his father. Every phone call, his father responded very well. His father was very enthusiastic and asked a lot of questions. His father likes to give money. When the board called, participant S was pleased and excited. He feels he has a good father and loves him.

General Description of Participants III

Participant Identity III	
participant's name	A
Age	17 years
Education	Class 3 High School
Parents divorced at the age	6 years
Number of brothers	1 of 2
Ethnic group	Sunda
What order do you come in your family-	Islam
Mother's Age	48 Years

Table 4.4 *Participant Demographic Data III*

The third participant with the initials A is a grade 3 high school student. He lives with his father. Participant A is an introverted child who has difficulty eating. He likes to stay in his room for a long time and often gets sick because he is lazy and delays eating. Before his parents divorced, participant A was cared for by his mother.

After the divorce, he was alone at home because his father left for work early in the morning. At home, a housekeeper cleans the house, prepares food, and reminds participants to eat. During the Covid-19 pandemic, participants attended school online. The housekeeper pays attention to Participant A, but Participant A is less responsive when reminded to eat even though it is already time to eat. As a result, participants fell ill several times.

If Participant A is sick, his mother from Bandung will come to Bekasi to provide care. Participant A was very happy when his mother arrived. Participant A really likes his mother's cooking. He also enjoys being fed by his mother. Participant A is very close to his mother.

When his parents divorced, the Religious Court (PA) decided that Participant A's upbringing was on his mother's side. However, his father did not allow his child to live with his mother in Bandung. Participant A's father remains adamant that A's care lies with him and asks his ex-wife to come to Bekasi to visit his child often. For the common good, participant A's mother finally agreed to her ex-husband's request.

SW's mother monitors her child's condition in Bekasi, especially during the Covid-19 pandemic. He comes to Bekasi to visit his son if he has few duties in Bandung. In Bandung, participant A's mother worked in the family business. Participant A's mother lives at Participant A's grandfather's house.

Participant A's father, a contractor, was hardworking and quiet. He goes to work in the morning and comes home in the evening. Participant A's father already had a routine like that before he married his mother. All school needs school fees, as well as food and drink, are met by his father. His father also hired a housekeeper to clean the house and prepare food for all participant A's needs. The relationship with his son A in terms of communication was shallow. Participant A's daily routine is to come home from work late at night, and the participant falls asleep. Working as a field contractor requires great responsibility in your duties.

Before the divorce, her mother took care of all the responsibilities at home. The mother's role is to accompany and prepare food every day and accompany her child in doing his schoolwork. After separating, his mother returned to Bandung to her parents' house. There, his mother worked in the family business.

When her mother returned to Bandung, her mother always asked about A's health and school participation. The participant was very close to her mother. After the divorce, the father and mother shocked Participant A. He often wakes up late and eats irregularly because the house is quiet and there is only one housekeeper. His brother lives with his mother in Bandung. Participant A's mother was married before Participant A's father was married, and his father was also married and then divorced. Participant A's father and mother already had children in their previous marriage. The participant's

relationship with the child from his mother's first marriage is quite close. Participant A was also attentive and had good communication. His brother lives in Yogyakarta. He also likes to visit his older brother in Yogyakarta when the school holidays arrive.

A Glimpse into Mrs. AG's Important People

Table 4.5 Demographic data of people closest to I

The identity of people most relative to I	
Name	Mrs. AG
Interview Date	June 8, 2020
Place	Cibubur
Age	39 years old
Latest education	SENIOR HIGH SCHOOL
Age of divorce	34 years old
Religion	Christian
Ethnic group	Batak

AG's mother is the third of four children. His two brothers are married, and one younger brother is not married. AG's mother lives near her parents' house. AG's mother is a hard worker. This can be seen in everyday life. He always prepares food for his IS children, then sells at the stall from morning until noon and returns to selling in the afternoon until late at night. The stall is near the factory. Factory employees have two *shifts*.

Mrs. AG is a Sumatran migrant looking for a life in Jakarta. Economically, his parents were successful. Has many rented houses and owns a shop business. In the beginning, the marriage went well. She believes in her husband. Every day, she lives in the home of her husband, who is a cleric and has a good economy. Her husband is quite busy and active in church activities.

The problem started because of his closeness to an activist in the church. Husband of Mrs. AG, including activists in the church. Frequent meetings and many activities in the church make the meetings more numerous. His father started going out together, eating at restaurants and finally told Mrs. AG.

Their communication could be better. They like to fight. Mrs AG became distrustful of her husband. However, Mrs. AG always asked her husband not to have any more contact with Woman X, who was also his friend. However, this request was ignored, and they divorced according to the decision of the Religious Court. The participant was still 5 years old at the time of the divorce.

After the divorce, Mrs AG opened a shop near the factory. He tries to continue his life with his son IS. ISIS's needs in the form of food, clothing, and education are all covered by her ex-husband.

Time goes by, age increases, and relationships start to get better. Mrs. AG's relationship with her ex-husband is now perfect. Every time there was a need for her child IS, her ex-husband immediately asked for it or gave it to her when picking up her child on Saturday every weekend.

AG's mother and her ex agreed to guide IS participants and encourage IS participants to be successful in school. During the Covid-19 pandemic, Mrs AG always prepares food before going to the shop. He also asked ISIS participants about their schoolwork. Participants also like to help their mothers in the shop. Good relationships make IS participants achieve well at school. He consistently topped the class and was class president.

Overview of Other Important USA Mistresses

The identity of people closest to I	
Name	Mrs. US
Age	48 Years
Latest education	S1
Age of divorce	35 years old
Religion	Christian
Ethnic group	Dayak

Table 4.6 Demographic data of significant others II

Mrs. AS is a mother who is good at writing songs and singing. He is active as a singer at his campus events. He also composed several songs. He is a graduate and works in a travel agency. On campus, he is active in student activities. He is friendly and easy to get along with. He has many friends. After completing his undergraduate education, he was introduced to a Javanese man who worked as a chef. Her ex-husband is also friendly and hardworking. Finally they got married.

During their marriage, everything went well. Her husband always cooks when he is not working. He works on a cruise ship as a Chef. Economically, they are more than adequate. AS's mother also worked at a travel agency and finally had her travel agency.

Her ex-husband, a chef on a cruise ship, initially had no problems. Their communication is smooth, and their children are two years old, both girls. Both of their busy lives started to become household problems. Their communication could be better, and this is where the problems start. Her husband had an affair with a woman, and finally, they divorced because her ex-husband didn't want to let go of his girlfriend. Their divorce was decided through the Religious Court (PA) at that time and participant S was 5 years old.

After the divorce, Mrs. AS's relationship was not good, but as time went by, they finally reconciled, and their communication became good. AS's mother is now married, and her husband now loves his two children very much. From his second marriage, he did not have any children. Her current husband had never been married before. Her husband has helped Mrs. US until now. AS's mother, husband, and ex worked together to help Participant S grow and succeed at school. During the COVID-19 pandemic, Mrs. AS has a lot of time to pay attention to Participant S. She doesn't have much work and sometimes works online.

Participant S, who was initially very quiet, has become a child, is starting to communicate, and has broad insight because Participant S learns a lot via *YouTube*. Online school due to the Covid-19 pandemic. Participant S becomes a child who can interact with his parents and in the environment outside the home.

Other Important Highlights: Mrs. SW

Participant Identity III	
participant's name	Mrs. SW.
Age	48 years old
Latest education	S1
Age of Divorce	36 years old
Order in the family	1 of 2
Ethnic group	Sunda
Religion	Islam

Table 4.7 Other Significant Demographic Data III

SW's mother was born in Bandung. He completed his education in Bandung. After completing his bachelor's degree, he worked in an office. Through her work, she got to know her ex-husband. He

has a passion for cooking. Before the divorce, he provided all his family's food needs. After the divorce, participant A missed his cooking. SW's mother was married and has a daughter who is now a student. She divorced because her husband lacked attention and was less responsible economically.

He met A's father while he was still working in an office. He saw A's hardworking father, who didn't talk much. Finally, they married and had 2 children. A and Mrs. Sri Wulan divorced when Participant A was 5 years old.

Mrs. SW failed because her ex-husband was very busy, and their communication could improve. He has been active since the beginning of his marriage. In a situation like this, their communication became very poor. As time went by, her ex-husband's attitude of speaking little made Mrs. SW uncomfortable.

Sometime later, she heard the news that her ex-husband had a female friend. When her ex-husband asked about this news, his ex-husband was silent and did not respond. With a cold attitude and busy work, always coming home in the middle of the night, sometimes even early in the morning, Mrs. SW finally asked for their marriage to end.

Finally, the Religious Court decided on the divorce. This decision resulted in her ex-husband covering all of Participant A's needs, and she was free to fulfill A's participation. However, in reality, Participant A's parenting style was the participation of A's father. Initial communication after the divorce and their relationship could have been better.

As time passes, Mrs SW's relationship with her ex-husband is perfect. They communicate via gadgets. Both of them are still not married. They are still busy with their respective duties. SW's mother works in the family business in Bandung, and her ex-husband works as a contractor. They agreed to work together to continuously provide attention, encouragement, and affection to Participant A.

Thematic Analysis Results

Researchers conducted a thematic analysis of interviews with three child participants and their three parents. Each participant was interviewed twice at different times. The results of the interviews were described verbatim, an analysis of the content of the conversation was carried out, and the themes and subthemes were explained so as to provide a picture of each participant as a child victim of divorce. Physical image, the image of social support, the image of psychological conditions, the image of behavior, the image of conflict, and the image of conflict resolution.

Intra-participant analysis

In this section, we analyze each participant and make a description. Researchers explore the specific description of each participation.

IS participants

Review of Physical Analysis of IS Participants

A. Physical Description

IS lived with his mother after the divorce in a row house consisting of 1 room, inside which there was a small living room and bathroom. His grandmother (opung) gave him the tenement house because his grandmother had 23 friends on 1500 m² of land. The rented house is only 20 meters away. The needs for food, clothing, and shelter are provided so that ISIS can live a decent life.

" Okay. " (IS.3)

" Um, Ivan, if he hasn't eaten young, he's always worried. He always says, "Want to eat Ivan?" Ivan says, "Want to eat young..." but sometimes Ivan doesn't want to, he's afraid to try opting..." (IS.97)

Post-divorce, the beginning WAS. kept in an orphanage and IS injured.

" So within a month, he didn't want to return my child until 7 months (Ivan S.), when he was unemployed. Because he belonged to Aseama. I entered the hostel for 7 months, but I was not found. He said it was safe, safe, safe in the dormitory, and he wasn't there was a problem in the dormitory. "... Only then was Ivan S., Ivan from above and below, all injured. "Everyone on the pala (head) was the same; on his stomach, it was rich, and there was a wound, like an iron wound." "Scab feet" (AG.19)

After this incident, IS was given to Mrs. AG, who lived with her, and the IS participant began to feel physical security and love from her mother. His mother often hugs him and likes to talk about his online school activities. He grows with a height that is balanced according to his age.

From the description above, IS did not receive suitable basic physiological needs at the beginning of his parent's divorce. Still, after IS was handed over to his mother, all his basic needs were met, and IS participants also gained empathy toward other people in this case.

B. Social Support Overview

IS participants grow into healthy and intelligent children. He grows well according to his age and does well at school. After the divorce, his mother praised her child's growth and development. ISIS participant returns to school near his home. During the Covid-19 pandemic, participants attended school online. He feels comfortable because his mother and father always pay attention. Every day with his mother and father, he routinely visits him every week. If the management cannot attend on Saturday, the management will provide information so that the participants will be happy.

"Opung always keeps Ivan happy." ... (IS.100)

"What a joy." (IS.58)

"I'm happy because if you ask, you'll give it straight away" (IS.59), which Ivan S previously said, "swimming" (IS.64)

"Yeah... play football, or take me to the Time Zone." (IS.65)

"Invite you to eat first" (IS.64)

IS feels that his security needs are met by the interaction and concern of his parents with regular meetings. He looked happy with a broad face.

In his childhood, IS's growth until 4th grade went well. His mother loved him by giving him food, clothes, and a decent place to live. His mother's extended family also paid attention to him. His father also loved him very much. The ISIS participant is not worried about the cost of his education because his father pays for it all. If IS is experiencing sadness, he has a place to express his sorrow. A place for participants to express their sadness by playing with their friends or communicating it to their mother or *Canada* or to *their late*. IS participants feel loved by the people closest to them.

"Yeah, thanks... Thank God it's still good. I also like to consult my father when it comes to school. Now we're fine; if there's anything, I'll pay for the tutoring, book, and uniform fees, I said, well... "It's time for you to pay. "The tutoring money is monthly." "Oh yes, Ivan S. just put it in, thank God, basically." Emm, if we are sick, we keep in touch, tell them. Bring treatment, yes, bring treatment." (AG.23)

"Yes, thank God, we got out of the divorce well, separated well, communication was also good. Ivan and his father are also fine."

(AG.24)

"Usually the same lae..." (IS.33)

"Emmm, yes, umm, brother." (IS.34)

'From mom's deck.' (IS.35)

"Then he immediately invited me to play..." (IS.37)

"Like." (IS.38)

C. Behavior Review

In social interactions, IS and his mother have a good relationship. Mrs. AG is happy that her son is giving input. Ivan S's behavior is excellent.

"Good, mom always loves Ivan" (IS.96)

"Ivan now behaves well; he respects each other, too. Now he also understands that, for example, if Ivan advises me, 'Mama, when we go there, Dad, if you can, don't come home late or let him go quickly. "

"Yes, son, I said, and I also saw Ivan's behavior; he was independent, and his behavior was good." (AG.27)

At school, IS is given the responsibility of being the class president. For IS, this is a matter of pride and appreciation.

"The teacher is also from class 1, he is the teacher who chose to be class president. Until now, I was elected as class president, I asked the teacher."

Yes... I often ask, "Mom, why was Ivan Sitinjak chosen as class president?" I asked the teacher. "From grade 1 to grade 4. I often ask questions. Abis ma'am, Ivan is a strict child; if he is asked, he will be ready." He said he and his children like to help. If his friend needs help, he is direct... immediately firm..". (AG.27-28)

D. General Description of Academic Conditions

IS in his family, he gets basic needs; He feels safe and loved and appreciated, so he is motivated to do something in the future. He has ideals.

"Professor" (IS.88)

"Because so be it... Help the country." (IS.89)

"Yes, for example there is a search, we search... in good faith." (IS.90)

"There are valuable items from the President or they are missing, we can look for them." (IS.91)

Analysis of IS Participants' Intrapersonal Conflict

A. Conflict Overview

IS's parents divorced when he was 5 years old. There is conflict between the participants. Their parents' divorce saddens ISIS participants. At first, the participant did not know about his parents' divorce. He saw his parents split up, and as time went by, he finally learned the meaning of divorce was that his mother was no longer at home. He used to enjoy sleeping in the same bed with his mother. Divorce made him depressed. He mentioned his sadness many times, as in the conversation below.

"Sad." (IS.6)

"Crying" (IS.7)

"Sad." (IS.50)

"I don't have a father, it's so rich to lose my family..." (IS.51)

"Sad, I wanted to be like that before, sleeping together..." (IS.56)

His parents' divorce made the ISIS participant show deplorable behavior. He also cried a lot. He believes in losing his father and his family. He suffers from depressive disorder. The dominant behavior is sadness and crying. ISIS participants felt the loss of their loved ones, namely their fathers.

B. Overview of Resolving Conflict

The divorce of the IS participant's parents occurred when he was 5 years old and was about to enter elementary school. When the IS participants were interviewed, they were already 10 years old in the 4th grade of elementary school. The process of time that lasted for the next 5 years made many IS participants learn to accept their condition as children of divorce victims. In five years, his mother gave him time and attention so that the sadness in his heart could subside.

The IS participant received attention from his parents, which made him accept his separation from his father at the location. His father lives in Cikarang, and ISIS members live in Cilengsi. Separated by distance and time. His father's presence every weekend made the IS participants less sad, and he was pleased when he arrived at the weekend. When the ISIS participant met his father, the ISIS participant's facial expression showed happiness.

In interviews, ISIS participants showed a happy demeanor and bright eyes when telling stories about their fathers. This is an expression that the ISIS participant misses his father's presence. However, sadness emerged again because the ISIS participant found out that his father already had a new wife. Participants didn't like it. However, from the last interview, the participant still hoped that his father would be able to meet his mother again.

His parents' relationship after the divorce was quite good. The attitude and concern of IS parents also reduce the sadness of IS participants. A good relationship can be seen when there is something related to the participant, you are ready to help.

"Just forget it." (IS.30)

"Playing with friends" (IS.31)

"I'm happy... I'm happy but I can still see papa, Saturday – Sunday" (IS.40)

Participant S

Overview of Intrapersonal Analysis S

A. Physical Description

S is the second of two brothers. Post-divorce, participants lived with their mothers. The participant was still 6 years old at the time of the divorce. He didn't know about the divorce at that time. Daily, he lives in a pretty nice house with his mother. As time went by, he developed physically, broadening his horizons through school and his level of education.

Three years after the divorce, they moved to a better house and found a new atmosphere. His mother remarried a single man. Every day, participant S gets good food, healthy clothing, and shelter for growth. His mother and father cared about it. But participant S is picky when it comes to food.

"Good" (S.2)

"Well, he does have a problem with his eating..." (AS.15)

"Heem, because he's been eating rice since he was little, so what... just breast milk. Well, that's had a big impact now. At most he only gets it once a day." (AS.17)

"I haven't eaten until now." (doesn't eat rice, meaning his mother (p.18)

"Yes, since morning... When it comes to milk, he likes it." (AS.19)

"It's difficult, it's difficult. He can't, I don't understand either, other children like to eat, why don't they? But I think he likes snacks, likes to make his food on YouTube, and looks for strange dishes. Later he tries new dishes, he ate. Yes like that, what kind of food... Like sushi, what does it taste like? I don't understand where it is- haha." (AS.20)

"So if you cook for him, you have to ask... according to his request. It's like asking to design the claws, I just make it. Even if he eats it, that's all. Even if I've cooked chicken soup, I've cooked grilled fish, what is fish? colo-colo fried, or what I don't care about that one. He only wants to eat things that are like checking. He only wants to eat things that are like checking, according to his request..."(AS.22)

From the description above, it is clear that Participant S has his basic needs met.

B. Social Support Overview

Participant S grew up to be a quiet child. He spends a lot of time in his room. Her school is online, and she does online learning in her room. He feels safe because his mother and father are very caring. Mama pays attention to food, his tastes, his friends, and his progress at school.

"Emmm alone at home, umm not alone. With grandma." (S.19)

"Please." (S.21)

"Just enjoy" (S.25)

"Um... if the elementary school was stable, yes, now for junior high school, it's going up. Maybe it's because he went to a state school too, I don't know hehe... previously elementary school was at a private school." (AS.5)

From the interaction and care of his parents, it can be seen that Participant S feels a sense of security, this can also be seen from his improved learning achievement when he was in junior high school.

Participant S Little is growing well physically and is now 14 years old. He grew up well, although he didn't talk much. He received appreciation from his parents and school friends. He has friends. His relationship with his friends is good. When he meets his friends (peer group), he is pleased. Just as his parents gave him love, his friends also gave him attention through encouragement. This can be seen when he conveys it in a video interview. At school, he got better grades than in elementary school.

"Also enthusiastic about the support of friends." (S.62)

"Sis, be enthusiastic about studying! Good luck." well, that's what makes me motivated to study too" (S.63)

"Happy"(S.28)

The separation between father and mother does not prevent the father from communicating with

S. Communication with the father is quite good. This is what makes S appreciated by his father. His father was caring and generous. Likes to give money. This also makes Sissy happy.

C. Behavior Review

Participant S is a child who has views on his parent's divorce, as stated below:

"Yes, basically when I grow up... It's impossible to get a divorce like that when I'm older. Don't be like mom and dad, like that" (S.24)

Sisi's behavior when she is sad, she watches YouTube.

"Yes, with friends, if you get emotional it's like watching gotu. Watching entertaining YouTube, that's what entertains me." (S.40).

By attending school, he shows a positive attitude.

"Yes, cheer up" (S.54).

As time goes by, and with the support of his parents, Participant S has positive behavior and enthusiasm for learning and knows to do good when his condition is not good.

Sissy's behavior after the divorce is as follows:

"Yes, if it's about your mother's divorce, just forget about it. Just be enthusiastic about school, okay? What's the matter? Are you reminding me of the past now? Yes, now the important thing is that children are now learning, what's important." (S.56)

D. General Description of Academic Conditions

Participant S is a child growing and enjoying the phases of his growth psychologically. He has a new outlook on his future. He is passionate about learning and does not force his desires regarding goals. He knows that his family's economy is small. He also got attention from his father. If you ask for money, papaya likes to give it straight away. His communication with his father went well, although not intense. He also wants to be helpful to other people.

"Um, that." (S.33)

"Initially... well, initially I wanted to go into IT, right? I wanted to go into multimedia related to technology." (S.80)

"The thing is, I used to like tinkering so I wanted to get into multimedia like that hehhe. But, yeah, if I search on Google, I see it on the internet." (S.81)

"The tuition fees are also expensive. So moving on... so I'm not looking for anything else... tourism... So targeting tourism. Well, initially I wanted to take part, but because... because tourism is also about learning while traveling, right? Now because I have a disease it doesn't happen... Just move to a hotel." (S.82)

"Part... What part... can be the chef, the receptionist, the front... part, part of the room" (S.85)

Intrapersonal Conflict Analysis

A. Conflict Overview

Participant S's parents' divorce caused psychological wounds. He experienced sadness. He was secretive and confined to his room for hours. He also had problems with food. His physical condition was relatively weak due to irregular feeding. He chooses when to eat. On the other hand, participant S loves his mother. He doesn't like divorce.

"Very sad" (S.12)

"Crying basically, not willing to part," (S.13)

"Yes, I'm sad too... Because of what, Dad also has a wife... He already has a new wife... I have a new wife, so I have another stepdeck, so now I don't care...." (S.39)

The post-divorce impact can be seen in the words of Participant S, who was very sad and unwilling to separate from his father. This word was repeated in the second interview. He experienced depression when he found out that his mother and father had separated or divorced.

B. Overview of Resolving Conflict

Participant S's parents' divorce occurred when he was in the 1st grade of elementary school and is now in the 2nd grade of junior high school. There are 8 years. He learned a lot through the attention

of his parents, his friends, and the education he received.

His basic needs were met, and he felt that the Participant was loved and cared for by his mother after the divorce. By fulfilling the above needs, the depressive disorder experienced will gradually decrease. Now 14 years old, he is optimistic about his future. He was able to undergo post-divorce changes, and he accepted his parents' divorce. He did not get lost in his sadness. He managed to overcome his sadness.

"Yeah, basically when I grow up I can't divorce like that, I'm already big...don't be like mom and dad..." (S.24)

"Just enjoy." (S.25)

"When I just entered 9th grade." (S.56)

"...um, yeah, try studying, studying like that. Yes, start learning to forget the past, let the past pass, so focus on the future, don't look back, that's all. The point is to learn from experience, that..." (S.70)

"So make it a lesson... there's still me, only me... I just use it as a life lesson." (S.71)

"I make it an experience..." (S.72)

So experience for a better future. (S.73)

Participant S, who is 14 years old, can accept his parents' divorce and make it an experience, and he will avoid divorce if Participant S is older, as stated by Participant S in the interview quoted above.

Participant A

Overview of Physical Needs Analysis

A. Physical Image

The post-divorce Participant lives with his father. Legally, when the Religious Court (PA) decided that the care of little A at the age of 7 was in the hands of his mother. But in fact, Participant A lives with his father. The reason is that Participant A's father asked his ex-wife to let Participant A stay in Bekasi. After a long period of communication, his ex-wife finally agreed.

Participant A lives with his father. The caretaker's routine outside the house is busy, and there are no other residents, so the caretaker provides a household assistant. The household assistant prepared all of Participant A's needs and requirements starting after the divorce. At that time, Participant A was 6 years old.

Participant A's father works outside his home every day. His father worked as a contractor. His father was quite busy. Early in the morning, his father returned to the fields in the afternoon. That was his father's routine.

His father prepared all food, clothing, and shelter needs. His father also gave him a laptop so he could play games or communicate with his friends if he was lonely. His father tried his best so that Participant A could enjoy the comfort of home with everything provided.

"Yes, for that child, Arvin is under my care." (SW.38)

"Yes, maybe because of his father's ego" (SW.39)

"Yes alright." (A.2)

"Well, healthy" (A.28)

"...Mbak Siti looks after Alvin" (A.43)

"... Arvin in Bekasi. Usually he's relaxing at this time, playing around." (SW.68)

After the divorce, Arvin lived with his father. This loneliness is because no one else is at home except the housekeeper, so participants like to play games like the abovementioned conversation. With all the facilities at their disposal, Participant A is physically well-off and can develop physically according to his needs.

B. Social Support Overview

Small Parisian A grows with a balanced height and weight. Initially, he experienced loneliness due to Participant A's separation from his mother. He felt comfortable as time passed, and his mother's attention to Participant A was considerable. His loneliness can be minimized by his mother's attention, who comes from Bandung. Participant A knows his father loves him by providing all his basic needs and education. His mother often visits Bekasi. Every time his mother sees Bekasi, Participant A feels comfortable and no longer alone. He wants his mother to be able to be with the participants at home,

like the footage below.

"Yes, at first it was sad... But the more it gets here, the more yes, that's it." (A.9)

"Okay, that's quite helpful huh" (A.13)

"Trying to control my emotions is good. I used to go into my room in the past, and it wasn't easy. Sometimes, it was locked. Now, no, that's all. Now, no, that's it: just come here.. I've been here," that's right, I've never been. Been here before. Yes, I'm grateful for that, hehe." (SW.55)

Participant A felt a sense of security from his mother's constant interaction and care. There is a need for a sense of security when the Participant's mother comes to Bekasi. Participant A preferred physical presence compared to presence through communication with gadgets.

"And he is a mama's boy. So he's an adorable kid, that's him. A kid his age who is obedient and a really mama's boy. I hold the only child I've never poked, that's him, hehe (SW. 32)

In social interactions, Participant A has a good relationship with his mother. His mother also knew that her son was brilliant. His mother was proud of Participant A. At the beginning of the divorce, Participant A's academic achievement decreased due to his parents' divorce. He lost his closeness to his mother. However, as time passed and his mother and father's attention improved, he felt loved and cared for.

Participant A and his friends also like to communicate via gadgets. He felt like he belonged to friends who cared about him. His friends become his mood booster. Participant A and his mother, who had a bad relationship, improved because of his mother's constant attention. In the past, he was angry with his mother because Participant A left his mother in Bekasi and her mother went to Bandung. However, as time passed and her mother's love never faded, participant A finally realized that her parents loved her. Participant A, who was graduating from high school, received support from her parents.

"And if... I want MBS, yes, you can do it with papa. Erm, there is full support from the parents." (A,12)

"Yes, that's enough... (A.14)

"Good. good"(SW.)

"It's good because I teach more children. My son is holding it himself." (SW.)

"Erm, that could be a mood booster..." (A.)

Participant A is eager to learn. He also participated in intensive tutoring. His mother came from Bandung to accompany him. He wants success for his future. He wants to enter a state university.

In June 2020, he finally graduated from high school. He took the exam and succeeded in entering Telkom in Bandung. Initially, he wanted to join PTN, majoring in interior design, but he was not accepted. I liked studying at Telkom and was enthusiastic about getting good grades.

"Umm, when I found out I received it on Telkom... well, there were some exciting things, but there were also things that weren't... (A.)

"The real challenge is as well." (A.)

C. Behavior Review

A's behavior is depressed and closed. He likes to stay in the room for a long time. He could spend the whole day in the room. After the divorce, he locked himself up in his room and played with friends.

"For example, I'm sad, I'm playing games with friends. Online... so yeah, I don't really want problems like that, like 'ah, blablabalabala', for example, I'm sad." once again, I'm sorry because I was just playing with friends, I just forgot (A.17)

"Erm, for the side that can be shown positively, actually what is more important here is that children must have the desire to be independent, to live on their own so they don't depend on other people, like that." (A.89)

Participant A makes his laptop his best friend. He plays games with his friends when his schoolwork is finished. He also plays games to relieve his loneliness. He also stated that as he got older, he wanted to be independent and live without being dependent on his parents.

D. General Description of Academic Conditions

Participant A is a child who is enthusiastic about his future. At the beginning of elementary school, he excelled, but after the divorce, his grades plummeted and eventually stabilized. He was

enthusiastic during high school and excelled at being accepted at Telkom.

He wants to be independent. He wanted to be away from his father. His knowledge and life experience made him think broadly, accept himself, and accept his parents' divorce. Participant A's enthusiasm to do better than the life of his divorced parents is by studying better to be independent. Participants stated that even though their parents were divorced, their mothers provided full attention and support.

"Emm...I'm really happy...I can be away from home, that's the point (A.33)

Erm...if that's the future for me, I want to go to college" (A.11)

"It's not fun being around dad anyway. It's nice to be close to my real dad. It's just about what I want to do now, it's time to want to be alone" (A.35)

" Yes for PTN"(A.39)

"Emmm, what's wrong? Yes, I want emmm if this year I want good grades..." (A.61)

"Emm... As for the side that can be shown positively, it's actually come to this, children must have the desire to be independent, live on their own, not depend on other people, that's all." (A.89)

Overview of Participant A's Intrapersonal Conflict Analysis

A. Conflict Overview

Participant A's parents divorced when he was in the 2nd grade of elementary school at the age of 6 years. Since childhood, he has been very close to his mother. Separation from his mother made participants cry, lonely, and reluctant to eat. He locked himself in his room. He became quiet. Participant A has a depressive disorder.

Parisian suffered from depression because he was separated from his mother, with whom he was very close. He lives with his busy father. Someone who experienced sadness and had gathered near the school locker.

"Erm, how do I feel... I said I was sad too, I said I wasn't happy, it wasn't fun. Actually I just said "Why" like that?" (A.8)

"Yeah, time to start, sad..."(A.9)

"Everyday life, hehe, how is it like... It seems like it's not complete at home" (A.)

"For example, I'm sad, I'm playing games with friends online. So yeah, I don't really want problems like that, like, 'Ah, blah blah blah', I'm feeling sad, I've played with friends, forget it" (A.17)

"Daily life hehe, how rich it is, it's not complete at home" (A.21)

"Emotional, right? My emotions are more... negative... basically" (A.55)

"Arvin is lonely, he can only play and make friends with a laptop." "Vin, sorry..." "It's not that you don't want to, but you can't be with Dad at school. At school, there are always problems, not being stubborn but not completing assignments; they are clustered in lockers until the police report it because the school feels that their children are missing, you know, even though they are at school, they are clumped in lockers, that's right. His father couldn't handle it, so I called in Bandung." (SW.43)

After A's parents divorced, participant A's behavior changed. Initially, he was a smiling and cheerful child who became quiet. Participant A also needs help with his education. He does not do his schoolwork as described above. It can be seen from A's behavior that it is dominated by sadness, loneliness, and ignorance. This is because he lost the person he loved, his mother.

B. Overview of Resolving Conflict

After his parents' divorce, Participant A experienced sadness and felt alone. At first, he was confused about why his parents had separated. Previously a mother at home, now her mother is no longer home. His mother had just called to ask how he was doing. As he got older, the constant attention from his parents made Participant A accept that his parents had divorced. He saw that the father-mother relationship was better than at the beginning of the divorce. Participant A is enthusiastic and has hope for the future. His sights were set on school and studying. He can overcome his sadness by hanging out with his friends and learning. His life experience and parental attention made Participant A a better and more independent person, as seen in the interview below:

"Yeah... maybe that's what I want. I want them to be happy. They don't need to return as long as they are happy and continue supporting me. Yes, they want to remarry, how can that be?" they are free, if I don't... No, how... the force must be reversed, reconciled, no. I am free." (A.23)

"Emmm, for the side that can be shown positively, actually what is more here is that children must have the desire to be independent, to live on their own... not depend on people... That's all" (A.85)

"There is a positive contribution. Yes, there is a positive contribution... What is clear is that if I play with them again, I will have forgotten that, umm, problems at home." (A.67)

"Rising" (SW.50)

"...There are interactions with me, with other people he has changed for the better" (SW.53)

"Well, his emotions now don't explode like they used to, are they spontaneous and immediately reactive, right? Now he can control himself, but it seems like he's still... the important thing is he's trying" (SW.64)

Research Findings Related to Previous Research

Research conducted by Ardian Praptomojati on *the Psychological Dynamics of Adolescent Victims of Divorce: Case Study of Juvenile Delinquency* stated that a 13 year old teenage boy committed delinquency because the child did not fulfill the subject's basic needs to get attention from his environment. The subject is stubborn and annoys others.

In this research. The author found no fatigue in the three participants studied because they received attention from their parents after the divorce. In the school environment, being a good friend is like an IS participant whose class is the class president. Participant S performed as well as Participant A.

The following research is from research conducted by Muhammad Ali Isik in *the Study of the Socio-Psychological Impact of Divorce on School Children through Analysis of Interviews Conducted with Students and School Psychologists in Tirana/Albania*, finding that children who are victims of divorce have low academic achievement because they do not receive attention from her parents.

In the research conducted by the author on the three respondents, it was found that all three of them had learning achievements that were originally ordinary became outstanding because they were able to resolve conflicts with themselves and received support from their respective parents so that they could manage the existing stress on their own. Caring and enthusiastic support from their parents.

The following study, *The Impact of Parental Divorce on Children's Emotions*, was written by Sri Widha Haryanie and friends. The result is that divorce hurts children's emotional conditions in their development, and they often show aggressive behavior that may involve fighting or bad behavior. Conversely, it may also be quiet or challenging to get along with. Children who are victims of divorce experience problems because the attention and affection given by their parents are no longer intact.

The author's findings in the research were that the three children participating in this research initially experienced emotional sadness, but the attention, support, and affection given by their parents continued after the divorce, so they grew well emotionally. Their parents agree to be responsible for providing attention, love, and support.

Rina Nur Azizah conducted another research with the title *The Impact of Parental Divorce on Children's Psychological Development*. The results of Rina Nur Azizah's study found that divorce hurts children's psychological development because, in general, the psychological development of children whose parents are divorced is very disturbed; apart from that, the negative factor in the impact of divorce is the lack of love and attention from their parents. The lack of attention and affection of children regarding their parents' divorce causes children to feel anxious, confused, embarrassed, and sad.

Based on research conducted by Rina Nur Azizah, the author's study found that the three participants initially experienced psychological problems. They were sad about their parent's divorce, but their parents gave them time and loving support so that their emotional development would be good. They are not afraid or sad because their father and mother, after the divorce, always provide attention and affection via telephone, regularly visiting on weekends.

Subsequent research from Harry Ferdinand Mone entitled *The Impact of Parental Divorce on Psychosocial Development, and Learning Achievement* found that divorce hurt children's psychosocial development and learning achievement. Children's emotions or feelings greatly influence learning activities at school and home, including feelings of sadness, joy, safety, anger, anxiety, fear, and so on; communication between parents and children After divorce minimizes the negative impact of divorce. The love of both parties and the help of teachers in caring for divorced children at home and school

make children solid and rigid in facing family problems. Steps to restore learning achievement are educational, for example, giving praise, prizes, and so on, that contain educational value.

From research conducted by Harry Ferdinand Mone, there are similarities in post-divorce support. Post-divorce parental support, family environment, and school environment help children become strong when facing separation from one of their parents.

The author saw in this research through observational, in-depth interviews with three children who were victims of divorce that they received communication and support from their parents after the divorce. The home and school environment also provides good attention and affection so that it helps post-divorce children become strong in facing problems and helps them be enthusiastic about social interaction and learning.

Post-divorce impacts all aspects of children, such as psychological, physical, and academic achievement and social interaction. Still, the three children who were research participants had parents who actively cared for them. Parents take responsibility for children who are victims of divorce so that the child becomes vital in overcoming the conflicts that occur within him. These responsibilities are attention, affection, communication, and financial support.

Previous research has found that divorce impacts psychology, behavior, social interactions, and learning achievement. Divorced parents who provide support, attention, affection, communication, and financial support make children strong enough to face life with one of their parents.

This is the author's discovery. Parents are divorced, but they are responsible for their child's growth and development. They give time, funds, and energy. They regularly communicate and visit their children. The children who participated felt they still had complete parents even though they were separated by distance and location. Each of them moves up one level every year. They interact well with their friends. They are each optimistic about the future and have aspirations for their future.

Table 4.8 Analysis Between Participants

Theme	Subtheme	IS	S	A
Intrapersonal Analysis	Physical Description	1. Early after the divorce, he lived in an orphanage and was physically injured. 2. Live with mother. All needs for food, drink, clothing, and shelter are met. 3. Papa lives in Cikarang, participants live in Cilengsi. 4. School is close to home, and he likes playing outdoors with friends.	1. Lives with mother, father, and older brother. 2. All needs for food, drink, clothing, and shelter are met. 3. Papa lives in Jakarta, participants live in Jonggol. 4. School is close to home, and he likes to communicate with friends via gadgets.	1. Live with father and housekeeper. 2. All needs for food, drink, clothing, and shelter are met. 3. Mama lives in Bandung; participants live in Bekasi. 4. School is close to home, and he often plays games with friends on a laptop.
	Social Support Overview	1. Mama, papa, Toothless, Lae, and Aunt provide support and attention. 2. Papa gives time every Saturday to	1. Mothers and grandmothers pay attention so that participants <i>enjoy themselves</i> . 2. Papa provides support by calling.	1. Papa and Mama always give attention and affection to the participants. 2. Mama likes to come to Bekasi to accompany her

		<p>Sunday to visit and invite him to play, eat, and walk.</p> <p>3. Mama pays attention to online learning.</p> <p>4. Mama gives us time to be together and to chat.</p> <p>5. Ompung likes to ask about the condition of the participants as well as uncles and aunts.</p> <p>6. Friends also encourage.</p>	<p>2. Papa likes to call and ask how he is.</p> <p>3. Papa likes to give money.</p> <p>4. Communicating with Papa makes the participants' hearts happy.</p> <p>5. Papa continues to pay attention to cooking food.</p> <p>6. Mother likes to ask what she wants to cook.</p> <p>7. Friends encourage and like to chat via gadgets because of the COVID-19 pandemic.</p>	<p>studies when there is little work in Bandung.</p> <p>3. Mom called from Bandung to ask how he was doing.</p> <p>4. When you come to Bandung, cook food for the participants.</p> <p>5. Mom accompanies online learning when she comes to Bekasi.</p> <p>6. Friends as mood boosters for participants.</p> <p>7. Together with friends, they like to play games in the evening after finishing their schoolwork.</p>
	Behavior Review	<p>1. Early post-divorce, sad, and far from mom. However, after being with mama, the participants were entertained. 5 years.</p> <p>2. Behave politely and be tolerant of friends.</p> <p>3. At school, he is strict as class president.</p> <p>2. When the Participant's father came to visit and take care of playing, eating, and traveling, the Participant felt happy.</p> <p>3. Participants are enthusiastic about learning.</p> <p>4. Participants express sadness when sad to mama, toothless,</p>	<p>1. Early after the divorce, he liked to cry, was quiet, and had difficulty eating. 6 years</p> <p>2. Growing up, starting to open up, and because they received support from mom, dad, uncle, and aunt, participants became enthusiastic, especially about school.</p> <p>4. When participants are sad, they confide in their friends.</p>	<p>1 Early divorced, looked confused because he didn't understand. 6 years.</p> <p>2. As time passes, the continuous support of mothers and fathers makes the participants enthusiastic, especially at school.</p> <p>3. If they experience loneliness, participants play a game.</p> <p>4. Participants do not get involved in problems and interact with their friends.</p>

		and Lae (uncle).		
	General Description of Academic Conditions	<ol style="list-style-type: none"> 1. I excel at school because my mother accompanies me when learning. 2. At school, he is class president. 3. Has the dream of becoming a professor. 	<ol style="list-style-type: none"> 1. after the divorce, the grades were not good at the beginning of school, but then Sahabi and junior high school excelled. 2. Be with school and have a goal. 3. Want to study Hospitality 	<ol style="list-style-type: none"> 1. In the beginning, after the divorce at school, he often did not do his assignments because he was lonely; the Participant's mother lived in Bandung, and his father was busy. 2. The running time and support provided by mma-papa make participants enthusiastic about learning. 3. Values become stable. 4. Have the dream of studying at a PTN.
Intrapersonal Conflict	Conflict Overview	<ol style="list-style-type: none"> 1. Experiencing sadness, crying, and losing dad. 2. Not having a father anymore is like losing your family. 2. Wants dad to come home and sleep together again. 	<ol style="list-style-type: none"> 1. Experiencing sadness, crying uncontrollably, and having difficulty eating. 2. Not willing to lose papa. 3. As time passes, Dad likes cell phones, so Dad's physical loss is reduced. 	
	Overview of Resolving Conflict	<ol style="list-style-type: none"> 1. The participants forget grief. 2. Play with friends. 3. Happy because I can still see my father on Saturdays and Sundays. 	<ol style="list-style-type: none"> 1. Forgotten sadness becomes a <i>pleasure</i>. 2. Sadness is made into an experience. 3. Parents' divorce motivates participants not to divorce like their parents. 2. Accepting their parents' divorce because participants felt that their mother and father always provided attention and support. The communication is good. 3. His parents' divorce 	<ol style="list-style-type: none"> 1. Sadness and loneliness lead to independence. 2. As time passed, the mother and father's constant attention and support made the participants accept that their parents were divorced. 3. Participants continue to receive support so that participants show enthusiasm for learning and train themselves not to depend on their

			was used as a life lesson. 4. Focus on the future.	parents.
--	--	--	---	----------

CONCLUSION

Based on the results of research on three participants consisting of one child and two teenagers, as well as 3 parents of divorce victims with different cultural backgrounds, ages, religions and places of residence, the following conclusions were obtained:

1. The post-divorce impact on children and teenagers is the same, even though they are of different ages and different genders. They experience sadness and loneliness.
2. Their parents' divorce was caused by the presence of a third person and a lack of communication.
3. Their parents meet their daily needs and requirements after the divorce so that it can become their life.
4. Three participants obtained a description of social support through their close family environment.
5. The description of their behaviour is that initially, they closed themselves off from their environment, but attention from their parents and environment made them willing to interact with their parents and friends.
6. Children of divorce victims have a desire for their parents to be reunited, but based on time and attention, they are finally open to living together with one of their parents.
7. Communication with parents continues well after the divorce.
8. The attention and affection given by their parents make them have good behaviour and school enthusiasm, and they can interact with their friends.

REFERENCE

- Ariani, Andi I. (2019). The impact of parental divorce on children's social life. *Phinisi Integration Review*, 2 (2), 257–270.
- Azizah, Rina N. (2017). The Impact of Parental Divorce on Children's Psychological Development. *Al-Ibrah*, 2 (2), 152–172.
- Baharuddin, Baharuddin. (2019). The Importance of Parental Communication Patterns on Adolescent Pubertal Development. *AN-NISA: Journal of Gender And Child Studies*, 12 (1), 610–621.
- Indriani, Dewi, Haslan, M. Mabur, & Zubair, M. (2018). The impact of parental divorce on children's learning motivation. *Journal of Social Education on Diversity*, 5 (1).
- Iustitiani, Nilla SD, & Ajisuksmo, Clara RP (2018). Supporting Factors and Consequences of Child Marriage. *ANIMA Indonesian Psychological Journal*, 33 (2), 100–111.
- Kusumawati, Magdalena Dewi. (2020). The impact of parental divorce on the emotional condition of children aged 6-12 years. *Journal of Nonformal Education*, 1 (1), 61–69.
- Matahati, Sandi, & Markoni, Markoni. (2022). Legal Consequences of Divorce on Children According to Applicable Law. *Indonesian Multidisciplinary Journal*, 1 (4), 1308–1327.
- Nasyoroh, Muslim, & Wikansari, Rinandita. (2017). The relationship between personality (big five personality model) and employee performance. *Journal of Ecopsy*, 4 (1), 10–16.
- Octaviani, Fachria, & Nurwati, Nunung. (2020). The impact of early marriage on divorce in Indonesia. *Journal of Social Welfare Sciences HUMANITAS*, 2 (2), 33–52.
- Oktora, Nancy D. (2021). The Psychological Impact of Parental Divorce on Children. *SETARA: Journal of Gender and Child Studies*, 3 (2), 24–34.
- Praptomojati, Ardian. (2018). Psychological dynamics of adolescent victims of divorce: A case study of juvenile delinquency. *Journal of Behavioral Sciences*, 2 (1), 1–14.
- Ramadhani, Putri Erika, & Krisnani, Hetty. (2019). Analysis of the impact of parental divorce on adolescent children. *Focus: Journal of Social Work*, 2 (1), 109–119.
- Statistics, Central Agency. (2017). Central Bureau of Statistics. *Central Bureau of Statistics*.
- Subagia, I. Nyoman. (2021). *Parenting styles: Factors, implications for children's character*

development. Nilachakra.

Trianti, Despi, Nuzuar, Nuzuar, Siswanto, Siswanto, Warsah, Idi, & Endang, Endang. (2020). Problems with Children's Education After Parental Divorce. *Enlighten: Journal of Islamic Guidance Counseling*, 3 (2), 106–121.



© 2023 by the author. This work was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).