



Negative impact of a dysfunctional family on adolescents: A literature study

Miftahul Jannah, Retno Tri Hariastuti , Mochamad Nursalim 

Universitas Negeri Surabaya, Indonesia.

* Corresponding Author. E-mail: miftahul.21004@mhs.unesa.ac.id

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ABSTRACT

This research aims to educate parents, teachers, and adolescents about some of the negative impacts of family dysfunction. This research used the journal literature study method. Data was collected from journal sites accessed online and downloaded in full-text versions. The journal articles were published in journals within the last five years, from 2018 to 2022. Data sources in the form of journal articles were obtained from the Google Scholar database. This research explores the negative impact of family dysfunction. The initial search yielded 12,900 journal articles, which were then reduced to 6,480 articles using specific keywords. The analysis in this study was conducted using descriptive analysis techniques. The results showed seven impacts of family dysfunction: low academic achievement, loneliness, bad behavior, envy, low self-esteem, low self-confidence, damage to social relationships (both in economic and recreational functions), and mental disorders.

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INTRODUCTION

As defined by Putri (2018), a dysfunctional family is vulnerable to bad behavior or ignores the role of each member. In addition, according to Kurnia (2019), a dysfunctional family shows disharmony or tension within the family, such as conflict between children and parents. Family dysfunction occurs when one or more family members neglect to fulfill their responsibilities and carry out their duties, and this can cause family dysfunction and cause the family to become divided (Mirwani et al., 2022). The family may struggle if one or more family members do not take their responsibilities seriously. This can make it difficult for everyone to stay together and keep the family system together. Dysfunction is described as the inability to operate regularly or as it should.

Fauzi (2018) mentioned that there are eight family functions, namely the educational function, the socialization function, the protection function, the affective function, the religious function, the economic function, the recreational function, and the biological function. If the family functions are going well, then the family will be happy, and the family will also support each other and live together. Meanwhile, if the family function does not run well, the family members in it will not feel happy. In this case, especially children, Maulina and Amalia (2019) mentioned that when family functions go well, family members can solve problems, support each other, communicate effectively, and respond to challenges.

According to Abubakar and Alya (2020), a dysfunctional family refers to the general family model associated with low levels of health, well-being, happiness, and positive influence compared

to other families. A dysfunctional family not only causes social problems but complex social problems because it can cause suffering, pain, and difficulty for its members because of the basic characteristics of a low-income family. The dysfunctional family can describe dysfunctional lifestyles to future generations, making this social problem a permanent problem. Dysfunctional families are driven by several factors, such as domestic violence (physical, sexual, and emotional), drug and alcohol use continuously, poverty, high stress, member-to-member conflict, and divorce, all of which physically and mentally harm children.

According to [Maula \(2020\)](#), a dysfunctional family has the following characteristics: the death of one of the family members, the parents are separated or divorced, the relationship between the parents is not good, or the relationship between the parents and the child is not good. The household atmosphere does not have warmth, and one of the family members has a personal disorder or psychiatric disorder. As one of the characteristics of a dysfunctional family, parental separation or divorce impacts children. [Nuraida \(2018\)](#) explains that divorce considerably impacts children because children will become victims of divorce between parents. In addition, children will experience confusion because they have to choose between their parents, and a divorce will leave both joys and sorrows for the children. When parents decide to divorce, the children risk losing their self-confidence and aspirations, so they no longer have the enthusiasm to live life and will grow into paranoid individuals.

Several previous studies are relevant to the current study. Research conducted by [Rocha-Vieira et al. \(2019\)](#) entitled "Impact of loneliness in the elderly in health care: A cross-sectional study in an urban region of Portugal" with a cross-sectional research method consisting of 150 samples shows that dysfunctional families have an influence on loneliness, and the main cause of loneliness is dysfunctional families. This is due to the emergence of disputes or fights between individuals, which cause a loss of respect, warmth in the family, and affection.

Based on the results of [Massa et al. \(2020\)](#) in their research entitled *The Impact of Broken Home Families on Children's Social Behavior*, it is known that children from broken homes tend to have different behaviors from other children who still have intact families. These differences are like having a quiet, stubborn, withdrawn nature and opposing their parents. This is because children from broken homes do not get enough attention and affection from their parents. Another research by [Masruroh and Ramdani \(2021\)](#) showed that the impact that results from a dysfunctional family is a mental disturbance in children. This is because the parenting style of a dysfunctional family tends to create negative auras and a lack of attention to children's mental health. Apart from that, dysfunctional families are related to the condition or behavior of parents, so this will impact the child's developmental process.

This research is urgent, as the impact of family dysfunction on adolescents can have long-term consequences for their well-being and development. Family dysfunction, such as domestic violence, emotional instability, a lack of support, and poor communication styles, can affect adolescents' mental health, relationship quality, academic performance, and many other areas of life. Therefore, a better understanding these negative effects is important to help address the problem and design appropriate interventions. This study is a literature review with a comprehensive review of existing literature. By synthesizing and analyzing the relevant literature, this study was able to identify common findings and patterns found in previous studies. With this research, the possibility of a link between family dysfunction and its impact on adolescents can be strengthened or confirmed. In addition, this study identified knowledge gaps that need to be filled through further research.

The novelty of this article is that it focuses on the impacts of family dysfunction on loneliness among adolescents so that future researchers can focus on presenting appropriate theories and counseling techniques for each impact of family dysfunction. For example, previous research conducted by [Rocha-Vieira et al. \(2019\)](#), entitled "The impact of loneliness on the elderly in health care: A cross-sectional study in an urban area of Portugal," with a cross-sectional research method consisting of 150 samples, showed the results that family dysfunction has an influence on loneliness and that the main cause of loneliness is family dysfunction. This research found that the impact of family dysfunction on the elderly is due to emptiness and the absence of family members, such as children. If the elderly can feel emptiness due to family absence, then there needs to be research on adolescents who are abandoned by their families or feel family absence.

According to the Indonesian Adolescent Mental Health Status Data 2015, loneliness is the most common sign of mental health disorders. It is experienced by 1.63 million adolescents, with almost equal numbers of male and female adolescents. This is because adolescence is a transitional period from childhood to adulthood, including biological, psychological, and social changes. In this transition period, adolescents experience several mental health symptoms. As further explained by [Nova and Trissnawati \(2021\)](#), family dysfunction is a mediating factor in creating several social problems, including criminality, child abuse, and juvenile delinquency. Therefore, collecting literacy data related to the impacts of family dysfunction on adolescents is needed as a preventive measure for counselors, PK teachers, future researchers, or people who fall into the category of family dysfunction.

The challenge in this discussion lies in future researchers who want to develop programs or find the right counseling theories and techniques for the negative impact of family dysfunction. This is due to the many types of family dysfunction and their causal factors, and of course, this uniqueness affects the selection of counseling theories and techniques even though the same impact is found. Future researchers will have challenges in conducting assessments so that the theories and counseling techniques, as well as the program development, follow the client's or consumer's uniqueness. This study aims to educate parents, teachers, and adolescents about some negative impacts of family dysfunction. This research provides valuable insights into the long-term consequences of family dysfunction's negative impact on children's development and well-being.

METHOD

This research used a literature study to analyze the negative impact of a dysfunctional family on adolescents. Data were collected from an online journal site that can be accessed and downloaded in its full-text version within the last five years, from 2018 to 2022. The source of the electronic data was Google Scholar. This study explored the negative impact of a dysfunctional family. The initial search yielded 12,900 journal articles, which were reduced to 6,480 articles using specific keywords. Keywords used include dysfunctional family and adolescents, the impact of family dysfunction on adolescents, malfunctioning family, family dysfunction impact on adolescents, and others. Afterwards, these journal articles were reselected through abstracts. The articles that did not align with the current study's aim were eliminated. Finally, 24 journal articles were found to have the same objective as the current research. The analysis in this study was performed using the descriptive analysis technique. Data analysis was carried out by discussing and summarizing the literature and then pouring it into the discussion. The review process in this literature study has several ways, namely: (1) finding similarities, (2) finding differences, (3) criticizing, and (4) summarizing.

RESULTS AND DISCUSSION

Results

This study reviewed 24 journal articles that discussed the negative impact of a dysfunctional family on adolescents. It was found that there are seven negative impacts of a dysfunctional family on adolescents. The first impact is low academic achievement caused by a malfunction of education and affection in the family, so children have low motivation to learn and are very passive in class. The second impact is loneliness. In adolescence, the level of loneliness is quite high because, at this age, teenagers need social encouragement. However, because the affective function does not work, the child does not get support from his parents, and when they want to find other support through friendship, the child does not get it because the family does not carry out a social function in which the child learns social skills.

The third impact is bad behavior, which happens because the family does not carry out the functions of education, protection, and religion, so children do not know the applicable morals, as well as the emergence of aggressive attitudes or social deviations in society and the family. The fourth impact is feelings of envy. Feelings of envy occur because the functions of affection and protection are not carried out. The fifth impact is low self-esteem and trust caused by family

dysfunction in the affective function of support, trust, and warmth. The sixth impact is the breakdown of family relationships due to family dysfunction in economic and recreational functions. The seventh impact is a mental disorder arising from family dysfunction in affective, protective, and social functions.

Discussion

Low Academic Achievement

Improving student academic achievement depends not only on the individual's awareness to develop but also on other factors from outside the individual that are very influential. Individuals have the same ability to learn, but several things influence them, so there are differences between individuals and one another in achieving learning achievement. One of the things that affects learning achievement is family (Gintulangi et al., 2017). Muttaqin and Sulisty (2019) states that everyone wants a happy family, but it is not uncommon for families to experience failure, resulting in a rift in family relationships. Of course, the ones affected are young children or adults. One of the impacts of a broken home or family rift is the decline in children's learning achievement. Children's learning achievement decreases because parents no longer pay attention to their children's academic development but are more focused on their own survival.

Herawati et al. (2020) stated that a person's cognitive ability is related to family functioning. That is, the better one's knowledge about family functions, the better these functions are carried out. Knowledge is the ability to recall something that has been learned, including specific things learned, and is the basis of the next domains. Knowledge is very important in forming a person's actions or behavior. Putri (2018) mentioned in her study that the basic family was the first forum to provide education to her family members. First and foremost, education starts when the child is in a family environment, especially dominated by the role of the mother. In addition, parents play some roles in their children's education: guiding attitudes and developing basic skills. Religion education, for example, teaches people to follow the rules and put them into practice. So, the function of family education is based on the slope of other family functions.

Ramadhani and Krisnani (2019) explained that not paying attention to children causes them not to be motivated. Especially for children who are in their teens, they are at risk of experiencing academic failure. Mu'jizah (2019) also explained that the impact of dysfunctional families is low academic achievement. Most adolescents with dysfunctional families are not enthusiastic about learning or going to school. This happens because parents and family members need more attention, so they need more motivation and enthusiasm for learning. In this research, subjects have no motivation to learn because they, among other things, have no pleasure or pleasure in learning at school or home, as seen from hourly learning done only once or twice a week, and are more interested in playing the handphone.

In this case, family education does not work because an unusual child is supported or instructed by his parents to form learning habits. And then, the desire to know about subjects in academic and non-academic fields could be much higher. In non-academic fields, subjects like sports, especially basketball, do not want to develop because of their parents' minimal attention and appreciation, which can trigger repressive motivation. The next aspect is completeness in work and assignment, which was discovered in the research subject because the family's function does not work because it is more frequent to watch his parents argue than to waste time and talk about the subject.

Kuswardinah (2019) explains that the influence of non-harmonious or dysfunctional families negatively impacts the child's performance level at school. These negative effects have a relatively significant impact on the child, and the effects of a harmless or dysfunctional family cannot all be resolved or overcome by the child. According to Mone (2019), children need love and attention from their parents. Divorce has a bad impact on children. Children who should receive love and education must experience a critical period to become accustomed to the fights between their father and mother. These changes make children's lives unstable and disturb their minds, so they cannot focus when teaching and learning activities occur. Researchers found that the learning achievement of children who were victims of divorce can be said to be low and below average. They are very passive when

in class. If there is something they do not understand, they do not dare ask their friends or the teacher. They are more silent and only listen during the lesson.

Loneliness

Feelings of loneliness in adolescents arise as a result of ineffective family functioning. When an adolescent's family function is effective, it will be followed by low feelings of loneliness. Conversely, the lower the family function, the more adolescents experience feelings of loneliness (Aqmalia, 2019). Sutanto and Suwartono (2019) cite the results of research conducted by Wahyudin (2018) which states that loneliness is a symptom of mental health disorders is the most common health disorder and is experienced by 1.63 million young people with almost the same proportion between men and women. At this age, men and women are the same. This is because adolescents experience many changes during adolescence, the period between childhood and adulthood. Some of these changes may make them feel lonely, which may cause them to resent things they do not like and prevent them from engaging in activities they previously found pleasurable.

Loneliness can have many negative impacts on teenagers. For example, they may begin to have a negative self-concept, meaning they begin to think that they are not good at things or that others do not like them. Teenagers who feel insecure often contrast themselves with others. This can lead to loneliness because they believe they have much to fix. Some teens believe they are unlovable or do not deserve love. Several things can cause feelings of loneliness in adolescents. One is when they crave closeness but do not have the social skills or maturity to get it. In fulfilling social drives, the family has a social function in assigning roles and interacting with the social environment. According to Herawati et al. (2020), one of the family's responsibilities is to teach their children about values, norms, and ways to communicate with others, to teach them what is good and bad, wrong and right. The child's social skills will deteriorate if this social function is not provided.

Kusuma et al. (2021) suggest that social skills can be developed through a learning process with the parent environment to optimize their role when interacting socially. With education about social skills taught by parents, children can apply what they have learned about social skills such as being friendly, sharing, helping each other, and helping others. On the other hand, if parents do not educate their children on social functions, children tend to withdraw from social interaction and isolate themselves. Lubis and Yudhaningrum (2020) explained that social isolation occurs because children do not have deep and warm closeness; even though they have friends and the same family background, they still do not have a positive reaction to sharing stories or spending time together, so that the feeling of loneliness goes away; instead, they isolate themselves.

According to Sutanto and Suwartono (2019), based on the 2015 Indonesian Adolescent Mental Health Status Data, loneliness is the most common sign of mental health disorders. It is experienced by 1.63 million adolescents with an almost equal number of male and female adolescents. This happens because adolescence is a transition period from childhood to adulthood, which includes biological, psychological, and social changes. Research conducted by Rocha-Vieira et al. (2019), with a cross-sectional research method consisting of 150 samples, found that dysfunctional families have an influence on loneliness. This is caused by the emergence of disputes or quarrels between individuals which causes a loss of respect, warmth in the family, and affection.

Bad Behavior

Bad behavior can occur when the family's educational and protective functions do not work properly. This is in line with Rahmi and Januar (2019) which states that the family is the first and most influential environment in the child's education process and ensures its protection and care. One of the elements of education that must be taught to children, especially those who have entered adolescence, is morals. Nowadays, there is often a problem of moral degradation that arises among teenagers. Teenage morals from year to year continue to decline in quality. The increasing globalization that demands the metamorphosis of adolescents has an impact on daily life. Moral degradation is one of the social problems that often occur in society. Some of the causes of moral degradation are social inequality, lack of supervision, and parental attention.

Abubakar and Alya (2020) mentioned that dysfunctional families can transmit dysfunctional lifestyles to their children or the next generation, so that these social problems are permanent.

Dysfunctional families are characterized by several factors, such as domestic violence (physical, sexual, and emotional), continuous drug and alcohol use, poverty, high stress, conflict between family members, and divorce, all of which harm children both physically and mentally.

Based on the results of research by [Massa et al. \(2020\)](#), it is known that children from broken home families tend to have different behaviors from other children who still have intact families. These differences include having a quiet nature, stubbornness, social withdrawal, and defiance. This is because children from broken home families lack attention and affection from their parents. Broken home children in Limbatihu Village are divided into two groups, namely broken home children and foster children because one of their parents died and/or their parents divorced. However, six out of ten broken home children no longer live with their parents because the children feel uncomfortable, so they prefer to live with their grandmother or grandfather, or even look for other places that are more comfortable.

This follows the theory about the impact of a broken home, namely, that it is easy to get bad influences from the environment when the conditions of the house and family become uncomfortable, and the child will try to find another place to share and entertain himself. Based on the findings in the field, some broken-home children in Limbatihu Village, Paguyaman Pantai District, and Boalemo Regency tend to be easily influenced by their environment because the only place children run away from is their friends' environment. This environment is the only place for children to find entertainment and socialize. This will affect the child's behavior when he associates with a bad environment, then of course it will affect the child's behavior.

In addition, based on the research results, children born into a broken family background during their development period will, of course, always be quarreling with their parents, which indirectly shapes the child's personality to be rough and tough. However, over time, children will also get used to taking actions seen in their parents, such as fighting, behaving violently or emotionally, and other dishonorable actions. According to [Rofiqah and Sitepu \(2019\)](#), a child who grows up in a family that is not harmonious will commit violations and crimes such as taking things without permission or stealing, drug abuse, fighting, skipping school, and so on.

[Atmojo et al. \(2023\)](#) revealed that deviant behavior is shown by several behaviors, such as being a troublemaker and often being involved in acts of violence at school. Delinquency has occurred since the departure of their parents to become female workers. Since then, the child has often rebelled, would not be quiet, was always nosy, and all his wishes had to be obeyed. Child delinquency is not only limited to physical violence but has also penetrated behaviors that violate legal norms. Children are often caught stealing their grandmother's money to buy snacks and toys. This condition is exacerbated by the attitudes of both parents, who do not care about their children.

Parents who think that their job is only to earn a living in daily life result in rare communication within the family itself. In addition, they think that if the needs are met, then the parent's job is considered complete. In addition, deviant behavior is shown by the absence of children's desire to learn in class quietly, there are always silly things to do, such as tearing up friends' books, even doodling, then spitting on them. Economic needs are also one of the reasons parents migrate to neighboring countries, which results in the communication relationship between children and parents getting narrower and not well established. So, it can be concluded from the results of the study that aggressive behavior often arises because the function of parents is not running properly and parents only have the mindset to meet the economic needs of the family.

[Kuswardinah \(2019\)](#) explained that children of parents who never accept or always refuse children will have aggressive behavior, hostile behavior, lie easily, and like to steal. Bad behavior against parents is also the result of family dysfunction. In a family that does not teach religious rules to children, the child will like to fight or argue with the parents' words. This is because religion is important in forming a child's personality. If religious values are developed from an early age, the child will avoid moral violations. From this statement, it can be concluded that if the family does not carry out religious functions.

[Trianingsih et al. \(2019\)](#) explained in their research that children from broken homes tend not to apologize when they make a mistake or do a bad deed. Of course, the tendency to not apologize when wrong is a sign of bad moral behavior. In addition, his research explains that children from broken homes show symptoms of behavior that do not comply with school rules. This can be

exemplified based on the results of observations, namely littering, not picketing classes, arguing with friends, not doing assignments, and making noise during class. Meanwhile, in moral development, obeying a rule indicates good moral behavior. When a child can carry out a rule,

Having Feeling of Envy

According to [Khatami et al. \(2021\)](#), envy may be caused by abuse in childhood, be it physical, emotional, or psychological. Factors that are influenced by treatment in childhood are negative thinking styles, so the tendency to envy is getting bigger. Family environments with parents who easily compare their children's achievements with those of other people's children or siblings rarely appreciate the good things children have, belittle their children's aspirations or scold children in front of their friends.

Based on data obtained from research by [Khatami et al. \(2021\)](#), it was found that emotional intimacy, which is a fraction of the friendship variable, means that someone close to other people gets emotional fulfillment and influences envy. According to [Herawati et al. \(2020\)](#), the family protection function, in addition to the protection function, means that the family is a shadow or shelter for all of its members and a place to grow safety and warmth. [Kuswardinah \(2019\)](#) stated that jealousy will arise if a child does not have protection in his life. Crying manifests jealousy in children; they are easily moved and like to say hurtful things.

The results of the study [Yuliasti et al. \(2021\)](#) mention that when a subject sits in high school, his friends often mock him as a child who does not have a complete family and as a homeless child because of his background experiencing a broken home. Children feel sick and can only cry. The subject also often felt jealous and missed his father when, in his group, his friends told him about his harmonious family's happiness. The subject was once jealous of sitting in the third grade of high school when he spoke of the importance of raising the class of all his friends with his parents when the subject got the third champion, but no one was accompanying him. From that, it can be concluded that divorce also harms adolescent emotional skills, such as causing emotional confusion due to excessive and uncontrolled emotional expression, frustration towards the future, an inability to behave rationally, and the emergence of envy.

One of the characteristics of a family that is said to be dysfunctional is that it has members who experience mental health disorders. The study by [Tampubolon \(2004\)](#) further discussed how this impact creates feelings of envy because parents pay more attention to siblings with mental health disorders. In this case, there are two brothers, one of whom has autism spectrum disorder. The picture of sibling rivalry in children with autism spectrum disorder and their siblings can be seen in the jealousy and competition in the family.

The forms of jealousy and competition vary according to the child's characteristics. The role of parents is very large in causing envy. [Mufidah and Fadilah \(2022\)](#) further explains that in this rival sibling case, the key to family success is how parents regulate the functions of education and socialization so that good patterns of interaction can develop. Effective problem-solving can be developed, which is relevant because of the jealousy between brothers. Effective communication by accepting and introducing family members is also one of the things that families should do, especially parents, to avoid envy.

Low Self-Esteem and Self-Confidence

According to [Maula \(2020\)](#), one of the effects of a dysfunctional family is low self-esteem. [Batubara \(2022\)](#) defines self-esteem as the assessment we make of ourselves. Individuals with high self-esteem will judge themselves rationally and correctly for themselves and will find it easy to form relationships with others. Individuals with high self-esteem see themselves as successful, believing that their efforts to accept others are as accepting as themselves.

However, individuals with low self-esteem depend on others, are less confident, and usually encounter social and pessimistic difficulties in society. Adolescents with low self-esteem often contrast themselves with others because they believe they have much to fix. Some teens believe they are unlovable or do not deserve love. Adolescents with low self-esteem tend to feel very uncomfortable around others because they worry they will make a mistake or look silly. This makes them very lonely, as they have no friends to socialize with.

Atmojo et al. (2023) explained that low self-esteem will occur if you lose affection, threaten other people's treatment, and have bad interpersonal relationships. In the development of children, parents play the role of satisfying children's needs, child development, role models for children, and forming self-concept in the family. Sholiha and Aulia (2020) explained in their research that to become a person with confidence, an individual needs a positive self-concept. Based on the calculation results, 48% of self-confidence is influenced by self-concept. Meanwhile, 52% of other factors affect self-confidence.

External factors that also affect a person's self-confidence include education. Education affects a person's self-confidence. From this statement, it can be concluded that the educational function not carried out by the family causes self-doubt. This occurs due to a lack of education, which causes people to believe that they are less intelligent than they are. It is further explained that good support from the family environment, such as family members who interact well with each other, will provide comfort and high self-confidence. From this statement, it can be concluded that affective functions that the family does not carry out cause a lack of self-confidence.

Trianingsih et al. (2019) explained in their research that low self-confidence is a consequence of different circumstances than usual for a family. The condition of a broken family that is not whole again as before can trigger the emergence of several people's opinions regarding what happened. The same is true for children who come from broken homes and feel very ashamed at the beginning of their parent's divorce, so they are often alone, especially when their friends make fun of their father. The same tendency is also shown by children who come from places where they do not show self-confidence. Especially if asked to come forward to answer questions by the teacher. This self-doubt eventually leads students from broken families to compare themselves with their friends.

Based on the results of a study by Fathonah et al. (2020) on some subjects, a lack of aspect was found in students from broken homes where students had low self-confidence in delivering an opinion but always felt they wanted to be heard for every opinion and wanted to do everything themselves. The objectivity aspect of the student is often involved in class activities, and his friend often hears his opinion. However, when dealing with personal matters, the student feels less confident because of the broken family. There is also a subject who, at the time of following personal social guidance, often stands still and glows about telling his things with a little tremor because he feels different from his friends because he does not have a mother who loves him so that the subject, who is often alone in class, rarely dates his friends because he likes to feel ashamed.

Relationship Breakdown

Family relationships can break down if economic factors are not controlled. Damage in the family can occur in families with economic deficiencies or advantages, but most families with economic deficiencies are more dangerous than economic advantages. In addition, parents who divorce due to economic factors will impact the relationship between parents and children in terms of communication and mental, psychological, or child education.

According to Nurislamiah (2019), in the phenomenon of career women, parents' main function and role change when parents pursue more careers and material things. Homemakers who choose to be career women by working outside the home reduce the family's attention. Family time is scarce; children are raised and cared for by maids or babysitters, and some even leave their children in daycare centers. As a result, the family suffers from a lack of harmony and communication. In this case, a family too focused on carrying out economic functions can impact family dysfunction in the recreational function due to limited time spent together exchanging stories or communicating.

Another example occurs in the case raised in the study Atmojo et al. (2023), where homemakers who work as female workers abroad focus on fulfilling family materials but on how communication patterns and parenting patterns are handed over to grandmothers. In the end, there was a breakdown in the family where the children became far from their parents and even became aggressive towards their closest relatives, such as grandmothers. Mothers who have worked abroad feel their responsibility is only to work and hope the family at home understands this. The interactions built at home are ultimately limited to discussions about money, even when the grandmother tries to limit the child so that he can be responsible before finally getting what he wants. The child even

becomes out of control and steals his grandmother's money. All of this happens because the family's foundation is limited to fulfilling the necessities of life. However, the development that is also needed in adolescence is not built because there is no educational function or other functions.

Alfaruqy (2022) mentioned that the structure, function, and stages of family development influence the harmony of husband-wife relations in the family unit, how husbands interact with wives, how fathers or mothers interact with children, and how children interact with each other. Family structure can help members identify roles to create a fully functioning family. Husband and wife must consider how the family develops following the life cycle.

The beauty of the husband-wife relationship is disturbed by the rise of life problems such as domestic violence. In short, domestic violence can be interpreted as an act against someone, especially men against women, that results in physical, sexual, or psychological misery or suffering and neglect of the household, including threats to commit acts, coercion, or unlawful deprivation of liberty within the household sphere. This, of course, can lead to divorce or relationship breakdown in the family.

Mental Disorder

According to Masruroh and Ramdani (2021), the impact of a dysfunctional family is a mental disturbance in children. This is because the parenting style of a dysfunctional family tends to create negative auras and a lack of attention to children's mental health. Apart from that, dysfunctional families are related to the condition or behavior of parents, so this will impact the child's developmental process. The results of the study by Mamuly and Paunno (2021) show that family conditions that are not harmonious, unstable, or messy (a broken home) can lead to an unhealthy personality in children. The intended form of mental health includes aspects of children's emotions, responsibilities, and sociability. The frustrated reactions the informants showed were aggression, withdrawal, and compensation. This aggressive behavior is directed at others through physical attacks or self-directed words (self-harm).

In the case of withdrawal, Sinaga et al. (2022) state that children who do not have time with both parents will have a personality that is not easy to get along with, limits themselves to the surrounding environment and is often seen as a selfish, quiet, and closed person. Children usually do this solely to get attention from their parents or the people around them. From the results of the research by Mone (2019), it is known that children of divorce victims feel ashamed and sad when asked about the whereabouts of their parents, and they say that their parents have died or are out of town. A shy child tends to withdraw himself to avoid the negative feelings he wants to avoid. Kids are quiet, no more cheerful, and no longer like to hang out. Being rude to his friends makes them less able to maintain good relations with their friends.

According to Peltzer and Pengpid (2018), the number of teenagers who experience depression as a result of dysfunctional families is 32% among young women with an age range of 15–19 years, 26% among young men with an age range of 15–19 years, and 29% among men with an age range of 20–29 years. Based on this percentage, the highest level of depression occurs in adolescents in their teenage years. Hartanti and Salsabila (2020) mentioned that in the case of a broken home, it can indirectly affect the psychological dynamics of adolescents, such as personality, perceptions, attitudes, emotions, behavior, frustration reactions, and other psychiatric symptoms that can affect their development.

Children who see disharmony in the family will feel a negative and insecure atmosphere at home. Conflicts in the home reduce the amount of togetherness and affection they receive in the family, causing the child to experience emotional and psychological disturbances after the divorce. In addition, children who witness violent events within the family sphere can also experience trauma in the form of physical, mental, and emotional disturbances. The experience of seeing domestic violence in children can cause various problems, both in the short and long term. In the short term, such as threats to the safety of children's lives, damage to the family structure, and the emergence of various mental disorders.

Verbal violence children, from an early age, have often experienced physical and psychological trauma and often grow and develop into depressed children. This depressive nature arises due to reduced levels of a neurotransmitter or messenger substance in the brain, especially a

substance called serotonin. If the levels in the blood are low, children will easily experience depression. It has been proven in various studies that serotonin levels in the blood were found in children who died from suicide attempts. The level is low, and there are also various psychosocial factors, such as economic pressure and physical and psychological trauma. Post-traumatic stress disorder can be distinguished from other mental disorders after severe trauma, such as major depression or anxiety (generalized anxiety).

The repeated survival of trauma is demonstrated by the existence of prominent and repeated memories of the event, repeated dreams, or the sudden emergence of behavior and feelings as if the event were reappearing. This is then followed by a collection of responses to the external world, starting sometime after the trauma, i.e., a decrease in interest in life activities, a feeling of "leaving" or being alienated from others, and a feeling of affection that "constricts." In addition to high alertness or ease of shock, sleep disorders, guilt for escaping the danger of death, disturbances of memory and concentration, self-revitalization of activity that reveals that traumatic memory, and increased symptoms when faced with situations similar to the event.

This literature study did not involve primary data collection, nor did it involve respondents directly. Therefore, this limitation means that this study does not provide a direct view from the perspective of adolescents from dysfunctional families. The implication for future research development practice is that researchers could conduct qualitative research, including in-depth interviews and direct observation of adolescents from dysfunctional families, which could provide a more in-depth understanding of their experiences and their impact.

CONCLUSION

Dysfunctional families are those that do not carry out roles or functions in the family, causing disharmony and conflict. In their dysfunction, dysfunctional families will have a negative impact on children, especially teenagers, who are prone to negative feelings. The first impact is low academic achievement caused by a malfunction of education and affection in the family, so that children have low motivation to learn and are very passive in class. The second impact is loneliness. In adolescence, the level of loneliness that is felt is quite high because, at this age, teenagers need social encouragement. However, because the affective function does not work, the child does not get support from his parents and when they want to find other support through friendship, the child does not get it because the family does not carry out a social function in which the child learns social skills.

The third impact is bad behavior, which happens because the family does not carry out the functions of education, protection, and religion so that children do not know the applicable morals, as well as the emergence of aggressive attitudes or social deviations both in society and in the family. The fourth impact is feelings of envy. Feelings of envy occur because the functions of affection and protection are not carried out. The fifth impact is low self-esteem and trust caused by family dysfunction in the affective function in the form of support, trust, and warmth. The sixth impact is the breakdown of family relationships due to family dysfunction in economic and recreational functions. The seventh impact is a mental disorder that arises due to family dysfunction in affective, protective, and social functions.

The findings of this study can serve as a basis for developing interventions and programs aimed at helping adolescents from dysfunctional families. Interventions such as family therapy, psychosocial support, and skills training can be designed to help adolescents overcome the negative effects of family dysfunction and improve their well-being. Further research could explore the specific mechanisms and pathways by which family dysfunction affects adolescents. For example, do factors such as poor communication styles, domestic violence, or a lack of emotional support negatively impact adolescents? Understanding these mechanisms will help in designing more effective and specific interventions.

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