



A Case Study of the Meaning of Forgiveness in Academic Achieving Adolescents Who Have Broken Home

Wuri Handayani Suwandi^(✉), Dhia Ghina Yuni Putri, Amanda Martina Fauziah, Darmi Febri Erika Putri, Tarisa Putri Kania, and Anindra Guspa

Faculty of Psychology and Health, Padang State University, Padang, West Sumatra, Indonesia
whandayani45@gmail.com

Abstract. This study aims to see a description of the meaning of forgiveness in adolescents from broken home families who can achieve academic achievement and what forgiveness efforts are made by these teenagers. This qualitative research with a case study approach involves two participants. Data were collected through semi-structured interviews and analyzed by reflecting on important themes that underscore the experiences that emerged from the interviews. A total of seven major themes were successfully revealed including the individual's relationship with parents, the impact of a broken home, inner wounds, the description of forgiveness, factors that affect forgiveness, the meaning of forgiveness for individuals, and factors that encourage individual achievement. Both participants have not been able to completely remove the inner wounds. Both participants have a good relationship with their parents but there is still a sense of disappointment in one of the parents who is considered by the participants to be the cause of the broken home in the family. Both participants did the forgiveness process for what had happened to themselves and their families.

Keywords: Forgiveness · Broken Home · Adolescents with Academic Achievements

1 Introduction

Broken home is generally interpreted as a state that is not harmonious in a family due to conflicts that occur in parents who decide to separate or divorce (Broken Home, n, in Harefa & Savira, 2021). According to the Central Bureau of Statistics, disputes and quarrels continues to be the highest divorce factor in 2021, namely as many as 279,205 cases. In fact, the divorce rate in Indonesia shows numbers which continues to increase. The Central Statistics Agency shows data on the divorce rate in Indonesia in 2021 it will reach 447,743, an increase of 53.50% compared to 2020 which reached 291,677 cases (Central Bureau of Statistics, 2021). In West Sumatra Province, the divorce rate is higher in 2020 higher than in 2021. In 2020 it reached a percentage of 2.37 while in 2021 the percentage of the divorce rate is 1.64 (Central Agency West Sumatra Provincial Statistics, 2022).

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The condition a broken home can have a deep and lasting impact on family members, especially children (Lestari, Ricketts, in Harefa & Savira, 2021). Children will experience many problems, ranging from decreased cognitive development, loss of the support system, low learning motivation, decreased initiative and fighting power and the loss of certain positive behaviors in learning activities (Nusinovici et al. in Harefa & Savira, 2021). When entering adolescence, the development of behavior will greatly affect adolescents who experience a broken home. Psychological and emotional conditions can also be affected. Emotionally individuals who experience a broken home can cause frustration and self-blame (self-blaming) because individuals feel they are the cause of parental separation or divorce and the destruction of happiness in the family. (Cammiss in Harefa & Savira, 2021).

To be able to build or develop positive relationships and improve behavior and relationships with parents for the better and heal themselves from wounds in the heart, teenagers who experience a broken home can take one way, namely forgiveness. Hargrave and Sells concluded that forgiveness defined as the individual's release from anger in his mind and healing of wounds in the heart and the absence of a sense of revenge (Hadriami in Safitri, 2017). Forgiveness is a process (or the result of a process) that involves a change in an individual's emotions or attitudes toward the perpetrator who offended him. According to Colcord, the condition of a broken home can affect an individual's academic achievement (Yahaya in Harefa & Savira, 2021). Based on the results of previous research according to Tumiyem, Daharnis & Alizamar (2015) it was found that there was an influence on the relationship of broken home with their families, children who have high academic achievements, relationships with their parents are well established. Meanwhile, children who have low academic achievement have a poor relationship with their parents (Tumiyem et al., 2015). Children who have good relations with parents from broken home have good communication and good attitudes. Based on research conducted by Anisah et al. (2021) from interviews with communication psychology lecturers, researchers observed that three broken home children showed a positive impact by having good behavior and some of them had achievements. With this previous research, researchers are interested in finding out about how forgiveness for teenagers from broken home who can achieve academic achievements and forgiveness are made by these teenagers.

2 Method

a. Design

The research method used by the researcher for this research is a case study qualitative research method. In this study the data collected in the form of words and pictures. Furthermore, the researchers used data and information collection techniques by observing and interviewing informants and various other sources.

b. Procedure

Participants fill out a consent form and are interviewed for approximately 45 min. Interviews were conducted in a closed room, and also via zoom so that participants could feel comfortable telling stories. Researchers also collect data through observation during interviews. After that, the researcher made verbatim and marked important

statements from the results of the interviews, then developed them into themes and interpreted and concluded.

c. **Participants**

The method of selecting participants used purposive sampling. The participants consisted of two people, consisting of one female and one male who were in their late adolescent developmental age, namely P1 aged 20 years and P2 was 19 years old. Each participant has experienced a broken home from the age of 4–13 years. After experiencing a broken home, P1 last met his father when he was 13 years old, while P2 was 4 years old.

3 Results

Based on the results of interviews in this study obtained 7 major themes, namely, (1) Individual relationships with parents, (2) The impact of a broken home, (3) Inner wounds, (4) The description of forgiveness, (5) Factors that affect forgiveness, (6) The meaning forgiveness for individuals, and (7) Factors that encourage individuals' achievement. The following is a presentation of research data obtained from the interview process to research participants.

Theme 1: Individual's Relationship with Parents

Participants P1 and P2 in this study have a good relationship with their mother as the bereaved party but not with the bereaved party. P1 rarely saw his father and never communicated with his father because his own father never met and provided for him. "If you are with my father, the last time we met (eyes facing the ceiling) was when my grandmother died. End of last year. Never since before". P2's relationship with his father is also not good because P2 is not allowed by his mother's family to meet his father. "Since I was 4 years old, I never met my father until I was 12 years old, because my mother and family forbade me to meet my father once. However, after middle school, I met my father like a boong, for example, when you came home from school, you met your father or you did not during the holidays, the semester break was at my father's place. That is allowed by mama if, as long as my brother and brother come along".

Theme 2: The Impact of a Broken Home

Both participants in this study felt the impact of being in a broken home. Their impact varies. P1 said that he experienced stress being in that condition. "Yes, if it's feelings, my name is the first child, it must be messed up, how else, it's usually not like this. It's like stress thinking about how to do it for the future. What about the future because we are still small. The feeling of pain is also there". P2 also felt the impact, namely the loss of a father figure at the age of a child where according to him at that time he really needed his father's love. Due to the unfulfilled need for love, P2 looks for it in another man. "Ee, since I was little, because there is no father figure, I have problems at this age, which is like from a teenager to an adult, looking for a father figure from a good partner like that. Because of the absence of a father figure since childhood, it really has an impact on the mental, especially on the mental, such as fear, courage, of course, very influential. Because I myself find it difficult to be brave whether it's appearing in public or talking to other people. Then for now I also feel that the absence of a father figure in

the household has a very big influence on trust, towards someone or to a man. It's really felt when you're growing up now".

Theme 3: Inner Wounds

The participants' inner wounds come from their families. Both participants saw firsthand how their parents fought so that it made the inner wounds that were stored by the participants into a trauma. P1 saw firsthand his father's infidelity and his parents' fights which made him stressed. "Yes. The beginning of the change is obvious. You see, it is usually never that way. Then, at that time, if I'm not mistaken, it was my mother who received the phone. If I am not mistaken, the name Totok is given. Then, it was my mother who picked up the phone, there was a girl's voice. And that is where it was discovered. At that time, I went home from scout training for the jamboree. And at home there has been a dispute". "If you are angry, it is more of a sense of resentment at that time. Then if it's to yourself, you don't want anything. It's more like stress because I'm thinking about how I want to go". Then P2, saw firsthand the domestic violence committed by his father, which traumatized him as an adult. "Hmm, yes, it is very influential, why when father and mother fight, they scream, so now if there is noise or shouting, they become afraid of tremors".

Theme 4: The Description of Forgiveness

a. The description of the intrapsychic forgiveness

Dimension forgiveness is known as the intrapsychic dimension. In this dimension, the forgiveness will focus on the individual, in this case there is a process of changing the individual's mindset and emotions towards those who hurt or painful events. The embodiment of the intrapsychic dimension that appears in all participants is that all participants can change their thoughts to look at the positive side of things that are happening. The manifestation of the intrapsychic dimension P1 considers this situation not as angry as it used to be, because according to him over time he can forget and get used to the situation he is living in. Plus seeing the mother who is used to it will happen first. "If it's as angry as it used to be, it's definitely not, because seeing Mom is normal. Yes, just live with the existing family, less and less fighting. If you want to see the family, thank God, if not, it's okay." The embodiment of the intrapsychic dimension of P2 can change his mind set and see the positive side of the situation he faces based on his religious knowledge. "Hmm, there was a time when I hated my father, but now it's a bit peaceful because whatever happens in life, it's predetermined by God, it means it's the best thing. In the past, I hated dad because why did I have to leave when I still needed dad's love but dad chose to leave because before, I didn't understand, I was still confused, but now I understand, so it's like this."

b. The description of the interpersonal dimension of forgiveness

The dimension forgiveness hereinafter is known as the interpersonal dimension. So after the forgiveness takes place within the individual, then forgiveness will be realized through individual actions to those who hurt, for example to their parents. The picture of the interpersonal dimension of forgiveness that appears in all participants is that participants are still trying to meet their father. P1 said that he was willing to help

his father if he needed help. “If you ask for help, if you can afford it, I can help you, but if you can’t afford it, what do you want.” Likewise, with P2 who said that he tried to make his parents happy by achieving achievements. “I have to be able to look at dad and repay mom’s efforts with pride like being a champion, so I have to have prestige that makes mom proud, so I’m motivated, mommy is tired, don’t add any more problems.”

Theme 5: Factors that Affect Forgiveness

a. Factors that support forgiveness

Feelings and decisions to forgive individuals are strengthened by several things. The supporting factor for forgiveness P1 and P2 is a change in mindset. Where P1 gets the fact that his father was exposed to black magic from another woman so that P1 believes and forgives his father. “Oh yes because I think this happened not because of his fault, he was exposed to black magic, so that’s why I accept.” While the supporting factor for forgiveness is because of compassion or compassion for his mother who has fought for her life “That’s the main reason, because I love mommy because mommy has survived a lot of things to maintain the lives of the three of us with my brother, me and mom. So, I also don’t blame many things, either blaming my father, circumstances or whatever it seems that it will never end, so that’s what happened, that’s how it is, so just think about what’s going on in the future. The main thing is to get up, mama.” Another supporting factor of forgiveness is the education obtained during education. Where this is experienced by P2 in carrying out his studies at the Counseling Guidance Department, he said that his current study helped the process of forgiving his father. “Of course, the process is not easy, many things happen in it, but while entering the BK (Counseling Guidance) they are taught problem-solving counseling techniques, so in BK, if there is a problem in the individual, the lecturer will be taught how to forgive and give counseling techniques. So, the process is not easy. So, until now it is still a process to forgive this because it is very difficult to forgive.”

b. Inhibiting factors forgiveness

On the other hand, there are also factors that hinder individuals from doing forgiveness, for example because individuals are still focused on the mistakes of their parents or those who hurt them as stated by the two participants. P1 says. “At that time, just avoid it, if you ask me, I tell you to ask mom. You see, at that time my soul was still feeling stressed. So, when asked about it I was angry ‘ask mom’ like that in the past.” P2 said. “Yes, of course, I blamed my father, the situation too, but I never said that it was the wrong father who just kept it under wraps, but in his heart, he must really blame him.”

Theme 6: The Meaning Forgiveness for Individuals

Forgiveness is a subjective experience; therefore forgiveness can have different meanings for each individual. For P1 to accept the reality of his situation because according to him his father was exposed to black magic so that he is more willing to be in his current condition. “Oh yes because I think this happened not because of his fault, he was exposed to black magic, so that’s why I accept.” Meanwhile, P2 interprets what happened to him

by looking at the positive side that according to him it should have happened and is more grateful for what he is currently living. “Hmm, to be more relaxed and interpret it, I think that if mom and dad at that time it wouldn’t be okay, so it’s really better like this. So, I’m just grateful for the current situation.”

Theme 7: Factors that Encourage Individual Achievement

Even though the participants are in a broken home they can still excel and make their parents proud. It was found that the motivating factor for the two participants was wanting to repay the services of their parents who took care of them. P1 tries to make his parents proud through his achievements and also eases the burden on his mother who is the backbone of the family. “The motivation is because of the thinking of parents, making money for school sucks, because it’s getting back up and trying to participate in training again to get achievements.” The same thing happened to P2 who saw his mother struggle to earn a living, he tried to be a child who can be proud and make both happy. His parents. “Because mom is tired of looking for money so I can go to school so I have to be able to repay mom’s hard work with a pride like being a champion, so I have to have prestige that makes mom proud, so I’m motivated, mommy is tired, don’t add any more problems.”

4 Discussion

This research shows that the meaning forgiveness in living life with family conditions that experience a broken home until they rise up and build good relations again with both parents through a long process in several stages. The first stage when experiencing a broken home, the main theme that emerges is “individual relationship with family” P1 and P2 have a good relationship with their mother as the party left behind, while the relationship with their father is not good because the father is the one who left. P1 knew that the source of the problem that made his family disorganized was due to the presence of a third person in the relationship between his parents. P1 was abandoned by his father after the incident. After the mother’s family found out what P1’s father had done to his mother. After his father’s departure, P1 never met and communicated with his father and was not supported even though it was the responsibility of a father to provide for his child.

P2 experienced this problem when he was young, so P2 did not know at first the problems experienced by his parents, but over time P2 began to know that this problem arose because of his family’s economic situation which at that time was not good, so his parents decided to separate. In addition, the relationship did not become good anymore because the mother forbade P2 to meet her father because of the injury suffered by the mother. The family of P2’s mother also forbade it because of the problems that occurred, so that until the age of 12, P2 never met his father.

In the next stage due to problems that occur in the family, the theme found is “the impact of a broken home” experienced by the participants. Family conditions that are not harmonious have a serious impact on participants in carrying out their lives. P1 experienced stress due to problems experienced in his family so that at that time P1 decided to stop practicing football and not play for several years. This ultimately reduces learning motivation, initiative, fighting power and other positive behaviors related to

Kurtz and Derevensky's learning activities (in Nusinovici et al., 2018). In addition, P1 is the first child and has two younger siblings, the last sister was still in her mother's womb. This was a pretty heavy impact for P1 because her mother was pregnant and this problem made her mother sick. This makes P1 think about how in the future he will live his life with his mother and two younger siblings because for him the father figure is the person who must be responsible for family life.

Then P2 felt a considerable impact, namely the loss of a father figure at that age who was still a child, at that time P2 wanted affection from a father but this was not fulfilled because the mother forbade them to meet, as a result, one of the ways P2 fulfilled This need is to seek affection in another man while in a relationship. However, even though P2 has been looking for love in another male figure, the absence of his father in his life makes it difficult for P2 to trust a man, this he feels very much now when he is an adult.

The third stage of the research conducted found the theme of "inner wounds" felt by all participants. P1 saw firsthand the infidelity committed by his parents and clearly knew the third person in his family. P1 saw firsthand how his father had changed and witnessed the fight between his parents. This caused pain for P1 because at that time he was in junior high school and it also caused stress on himself because he thought about how P1 should live a life without a father figure. After the fight, his father never came back because his mother's family kicked his father out. To this day, P1 has never met his father, even if he did, it was only once when his grandmother died last year. Cammis (2016) also suggests that the emotional distress felt due to a broken home can cause individuals to feel frustrated and blame themselves (self-blaming) because they feel they are the cause of the divorce of their parents and the destruction of happiness in the family. This was also felt by P2, who witnessed the fight between his parents firsthand. P2 saw his mother and father fighting to the point of using physical violence and throwing things and shouting. This affects P2 at this time due to events that happened in the past which traumatized him and became tremors when someone shouted or shouted at him. Hearing the noise made P2 scared and gave a bad experience that has had an impact on his life so far. This is in line with research by Pill et al. (2017) where victims who experience or see violence have a high risk of experiencing various mental health disorders as a result of the events they have experienced. After all the injuries and bad experiences that happened to the two participants, over time the problems experienced by the participants began to arise. There is also an intrapsychic dimension, where in this dimension the forgiveness focuses on the individual. In this process there is a change in thought patterns and emotions in painful events. The manifestation of the P1 intrapsychic dimension in responding to this situation is not as angry as it used to be, because according to him over time he can forget and get used to the situation he is living in. Individuals who understand the process they have gone through can come back to trust by removing feelings such as pain, anger, and disappointment. So that they can get used to things that have been experienced and accept everything that has happened (Parlak and Gul, 2021). The embodiment of the intrapsychic dimension of P2 is able to change his mind set and see the positive side of the situation he faces based on his religious knowledge. This is in line with the opinion of Bono and McCullough (in Chan, 2013) where forgiveness can lead to better mental well-being such as greater life satisfaction from people who forgive compared to people who are less forgiving, and in a greater sense of self-acceptance and self-acceptance. a

purpose in the life of a divorced or permanently separated mother who has forgiveness to the father for the transgressions they have made.

In the picture of forgiveness there is an interpersonal dimension of forgiveness, where after the forgiveness takes place within the individual, then it is realized through actions. The picture of the interpersonal dimension of forgiveness that appears in all participants is that participants are still trying to meet their father. P1 said that he was willing to help his father if he needed help. This also includes efforts to provide positive responses, such as generosity, and an attitude of helping afterward (Parlak and Gul, 2021). Likewise with P2 who said that he tried to make his parents happy by achieving achievements.

The next theme is the factors that affect forgiveness, there are supporting factors in which these factors contain feelings and decisions to forgive individuals who are strengthened by the supporting factors for forgiveness P1 and P2, namely a change in the mindset of each participant. Where P1 gets the fact that his father is being used by another woman so that P1 believes and forgives his father. While the supporting factor for forgiveness is because of compassion for his mother who has fought for her life. Another supporting factor of forgiveness is the existence of education and education. Where P2 said that the study helped the process of forgiveness of his father. Thoresen, et al. (in Parlak and Gul, 2021) stated that in the process of forgiveness, individual feelings of anger and resentment have been replaced by tolerance and empathy.

Each participant has its own meaning in interpreting forgiveness. Forgiveness is a subjective experience; this is what makes forgiveness have its own meaning and force for everyone. For P1 he accepts the reality of his situation because according to him his father is being used, so he is more willing to be in his current condition. P2 interprets what happened to him by looking at the positive side that according to him everything should have happened and is more grateful for what he is currently living. It is believed that forgiveness can occur when the victim's motivation to take revenge or to avoid the perpetrator subsides even though the hurt and anger persists, their motivation for kindness increases by wanting to restore goodwill with the perpetrator (Chan, 2013).

Individuals who have experienced a broken home, and have gone through the forgiveness that leads to positive things such as academic and non-academic achievements. Achievement is driven by the participants' desire to repay their parents. P1 tries to make his parents proud through his achievements and wants to lighten his mother's burden as the backbone of the family. P2 sees his mother's struggle to earn a living, he tries to be a child who can make his parents proud and happy.

5 Conclusion

Based on research conducted on the meaning of forgiveness in academically accomplished adolescents who experience a broken home, from the interviews obtained 7 major themes, namely, individual relationships with parents, the impact of a broken home, inner wounds, the description of forgiveness, factors that affect forgiveness, the meaning of forgiveness for individuals, and factors that encourage individuals' achievement. From the description of the seven major themes, the two participants have not been able to completely get rid of their inner wounds. Both participants have a good relationship with their parents but there is still a sense of disappointment in one of the parents

who is considered by the participants to be the cause of the broken home in the family. In addition to being disappointed with what had happened, both participants interpreted forgiveness as a reality or situation that must be accepted and grateful for by looking at the positive side of the broken home situation that had occurred to the participants. The achievement of the forgiveness process carried out by participants leads to positive things such as achieving both academic and nonacademic achievements, this is driven by the participants' desire to repay their parents.

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