



SUBJECTIVE WELL-BEING AMONG STUDENTS EXPERIENCING BROKEN HOME: CASE STUDY IN ISLAMIC MODERN BOARDING SCHOOL

Anisah Triyuliasari*

Faculty of Psychology, Universitas Muhammadiyah Malang

Email: anisahtriyuliasari@gmail.com

Hanifah Ainunnisa

Islamic Psychology Study Program, Universitas Islam Negeri Sayyid Ali Rahmatullah

Tulungagung

Email: hanifahainun0123@gmail.com

Abstract

Students with broken home family conditions do not close the possibility that they have high subjective well-being. It is because each individual has a different perspective of self-acceptance and a different view of happiness for himself. Each individual has factors that contribute to the subjective condition of his well-being. This study aims to identify and describe the subjective well-being of teenagers experiencing broken homes in Darul Hikmah Islamic Modern Boarding School. This study uses a qualitative evaluation with a case study method, the subjects in this study are single subjects teenagers, and daughters who are experiencing broken home. This is evident from the cognitive aspects, positive effects, and negative effects found by the researchers. Several factors also influence the subjective well-being of the subject, including internal factors including emotional intelligence, gratitude and patience, self-acceptance, religiousness, and forgiveness. There are also external factors including social support, relationships with parents, economic factors, quality of education, and school.

Keywords: *Student, Subjective Well-Being, Broken Home, Islamic Modern Boarding School, Santri*

Abstrak

Santri dengan kondisi keluarga broken home tidak menutup kemungkinan bahwa mereka mempunyai subjective well-being yang tinggi. Hal itu karena pada setiap diri individu mempunyai sudut pandang penerimaan diri yang berbeda-beda dan pandangan kebahagiaan untuk diri sendiri. Setiap individu mempunyai faktor-faktor yang berkontribusi dengan kondisi subjective well-beingnya. Tujuan penelitian ini adalah mengetahui serta menjabarkan gambaran subjective well-being pada yang mengalami broken home di Pondok Modern Darul Hikmah. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, subjek dalam penelitian ini adalah satu remaja santri putri yang mengalami broken home. Hasil penelitian ini subjective well-being subjek cenderung baik. Terlihat dari adanya aspek kognitif, afek positif dan afek negatif yang ditemukan oleh peneliti, juga faktor-faktor subjective well-being lainnya. Ada beberapa faktor yang dapat mempengaruhi kesejahteraan subjektif subjek, yaitu faktor internal meliputi: kecerdasan emosional, rasa syukur dan kesabaran, penerimaan diri, religiusitas, dan pemaafan. Ada pula faktor eksternal meliputi dukungan sosial, hubungan dengan orang tua, faktor ekonomi, kualitas pendidikan, dan sekolah.

* Corresponding Author



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Kata kunci: *Siswa, Subjective Well-Being, Broken Home, Pondok Pesantren Modern, Santri*

INTRODUCTION

Subjective well-being holds significant importance in an individual's life. An individual will exert every effort to achieve or experience subjective well-being in his life. One of the reasons for an individual's enthusiasm to live is to be able to feel happiness. Subjective well-being shares a close relationship with happiness. Compton & Hoffman (2019) argued that happiness is a part of subjective well-being, which is a subjective view of the whole life that a person has. Research and study are necessary because subjective wellness reflects the quality of an individual's life. Many benefits are obtained if one has a high subjective well-being, health benefits are longevity as well as productivity (Gil-Lacruz et al., 2019). In other studies, it is also consistent that high subjective well-being, such as life satisfaction, the absence of negative emotions, optimism, and positive emotions, influence better levels of health and longevity (Sun, 2023). Schiffrin & Nelson (2010) believe that subjective well-being is related to a person's stress level, a person with a high level of stress has a low level of happiness, whereas a person with a lower level of stress has a higher level of joy (Stevenson & Wolfers, 2013). The definition of subjective well-being and happiness into three categories (Diener, 2009). First, subjective well-being is not a subjection, but rather a qualitative desire that everyone wants to have. Second, subjective well-being is a comprehensive

assessment of a person's life that refers to a variety of criteria. Third, a simple definition of subjectivity is where positive feelings are greater than negative feelings (Mujamiasih et al., 2013).

Thus, it can be concluded that subjective well-being is an individual's view of the experience that occurs in his life. It encompasses a thoughtful assessment and a deep love for life, symbolizing psychological well-being (Mujamiasih et al., 2013). Subjective well-being consists of self-acceptance, positive relationships with others, independence, mastery of the environment, life goals, and personal development. Humans go through several phases in life, from birth to old age. In these phases, important adolescent phases are often at the center of attention. Adolescence, the transition from childhood to adulthood, is characterized by numerous significant changes in growth and cognitive development, including changes in the ability to think abstractly or socially, which serve as preparation for adulthood (Santrock, 2019). This is the transition period that leads to less stable adolescent emotions, known as stress (Ardilla & Cholid, 2021).

During the developmental process, adolescents often encounter dull emotions, necessitating increased attention from their closest individuals, particularly parents, and family (Triyuliasari & Mubarok, 2024). Parents serve as the initial social group in a



person's life. Based on the huge role of parents in adolescent development, the family fulfillment function in adolescents is very necessary, but sometimes it does not work as well as possible (Fisabilillah & Agustina, 2024). The occurrence of a broken home may be one of the factors that will affect the development of adolescents and the subjective well-being of adolescents (Boutwell & Beaver, 2010). Families separate in broken homes, and parents neglect their children's social, educational, and emotional needs. A lack of affection and attention from parents or families who have occupations has an impact on children (Khoiroh et al., 2022). A broken home can be understood as a family that is not in harmony and does not work like a well-off, peaceful, and prosperous family because of frequent turmoil and disputes that cause quarrels and ends in divorce (Astuti & Anganthi, 2016).

Students from broken homes tend to have a higher risk of social deviation, compared to teenagers who have intact families. Students whose parents are divorced tend to have more problems in academics, internal problems, external problems, lack of social responsibility, lack of competence in close relationships, and dropping out of school. There are even some students from broken homes who are depressed to the point of taking drugs, becoming antisocial, and having low self-esteem (Ardilla & Cholid, 2021).

There are numerous inquiries regarding the state of a student whose family is enduring a fractured household. Like, does a broken home student have a high subjective well-being? Given that the

self-acceptance conditions of each adolescent vary, a teenager can have high subjective well-being despite coming from a broken home family (Safitri, 2019). It is because each individual has a different perspective on self-acceptance and happiness for himself. Each individual has several factors that contribute to his subjective well-being. In this study, the researcher is interested in taking subjects from the background of a female Islamic modern boarding school student. This is called "*santriwati*", because basically, a female Islamic modern boarding school student does not live at home with her family, but rather they live and reside in a modern boarding school with her friends until a predetermined time. In our daily lives, we should be familiar with the word "*santri*". *Santri* is a term for someone who is studying at an Islamic Boarding School. For men, they are usually called *santri* while for women, they are called *santriwati*. A *santri* has its own characteristics from other students, where a *santri* is required to live/reside in the boarding school where he/she lives until completing his/her study period. In the boarding school, they live together with fellow *santri* until they graduate from their education level and are accompanied by their teachers who are usually called *ustadz/ustadzah*. In the boarding school, they are required to be able to adapt to the prevailing norms. It is not surprising that a *santri* needs social support from those closest to him/her, especially his/her family, to remain comfortable in the boarding school. However, not all *santri* have good social support so that they feel at home which has a positive impact on



their daily lives at the boarding school. There are some *santri* who experience broken homes where they do not have an intact family that is used as social support to continue to survive in the boarding school. Students whose families experience broken homes, they tend to be vulnerable to problems because their emotional conditions are still unstable, lack self-confidence, and have a low level of subjective well-being. At this time, teenagers will begin to experience an identity crisis plus they will also face complex problems ranging from family problems, social life, friendship, education, and others. To help the development of adolescents requires a big role from the family, in students who experience broken homes parents and family cannot play a direct role in guiding children.

Subjective well-being in students who experience broken homes is very important because increasing subjective well-being can help them to independently evaluate what has happened in their past and what needs to be fixed and developed for their future to be better. This can also help them understand the emotional, social, and psychological challenges they face even though they do not come from intact families like other students who do not experience broken homes. This study not only discusses various dimensions but also explains the factors that can contribute to the enhancement of individuals' subjective well-being. There are three factors: internal, external, and economic. Thus, the results of this study can provide useful insights into designing better support programs, improving their adaptation to

the Islamic boarding school environment, and strengthening their emotional and spiritual well-being so that their subjective well-being and self-confidence improve better (Nurfadilatul Ilmiyah, 2022).

According to preliminary interviews, In Pondok Modern Darul Hikmah many students come from various regions and with different family backgrounds. There are some students whose parents are divorced, and their behavior and subjective level also vary, some have high subjective well-being with good social and academic status, and some have low subjective well-being with poor social and academic status. To help optimize every stage of development, adolescents need the vital role of the family. But in a broken home, parents can't play a direct role in guiding their children. So it attracts researchers to find out how the subjective well-being of a teenager who is experiencing a broken home, while he is not living with his family, will be higher or lower. This study aims to identify the factors that influence the subjective well-being of a daughter experiencing a broken home. We anticipate that this research will enhance our understanding of social psychology, particularly the relationship between subjective well-being and a broken home. On the other hand, this study can be an illustration for centers and the general public, to pay more attention to teenagers who are experiencing broken.

METHOD

This study employs a qualitative research methodology, utilizing a case study approach. Qualitative research



involves analyzing data in the form of written words, verbal statements from individuals, and behavioral observation (Miles et al., 2014). Researchers serve as key instruments in qualitative research, which uses natural backgrounds to interpret phenomena. They purposefully collect data sources, triangulate the credibility test, conduct inductive or qualitative data analysis, and prioritize meaning over generalization in their findings (Sugiyono, 2019). A case study is a method used in research conducted against a "unity of systems," whether it is a program, an activity, an event, or a group of individuals bound by place or time. This study aims to collect data, interpret the case, and gain a comprehensive understanding of it (Creswell, 2019).

This study uses a qualitative approach with a research procedure that has three stages, namely pre-research, field, and data processing (Sugiyono, 2019). These stages are carried out to ensure that the theme is following the conditions in the field, then it will be reviewed so that researchers can assess the feasibility of the field in terms of the situation, circumstances, background, and context so that researchers can prepare the instruments needed. The study was conducted on March 10-May 10, 2024. The initial stages carried out by researchers were interviews and observations to explore information on the subject's family background and explore information about the subjective well-being of the subject. Researchers conducted interviews and observations on three subjects. Interviews and observations will be conducted in the afternoon from 15.30 to

17.00 when the subject has no activities at the boarding school. Furthermore, researchers conduct interviews with the subject's friends and the boarding school caretaker. Furthermore, researchers observe the behavior of the subjects being studied. Researchers can observe by observing the subject's daily behavior. Researchers also conduct unstructured interviews with primary sources being the subject in question themselves while secondary sources are homeroom teachers and friends who are thought to be close to the subject.

In addition, researchers also collect data with documentation. Documentation in this study relates to a particular activity, event, or work, which is published in both print and electronic media, and then stored regularly and systematically. On the other hand, the researcher will re-check the completeness of the data needed. The researcher uses interactive data analysis, which is in the form of data reduction, data display, and conclusion drawing or verification. The subject selection technique in this study uses purposive sampling, namely research that takes subjects based on the subject's willingness to become respondents with several criteria from the researcher. The subject criteria include; a) female students who experience broken homes (broken homes referred to by the researcher are the subject's parents who are divorced); b) subjects aged 13-18 years. From the criteria above, the researcher used four subjects as respondents. Each case is unique and has different characteristics, so case study conclusions only apply to that case (Mohajan & Mohajan, 2023). The



method is used by researchers to find out the dynamics of subjective well-being on the subject directly in Darul Hikmah Islamic Modern Boarding School located in Tulungagung, East Java, Indonesia.

RESULT AND DISCUSSION

Result

Dimensions of Subjective Well-being

In this study, the source comes from a research subject the subject is a center in Darul Hikmah Islamic Modern Boarding School who came from a broken home family due to the divorce of their parents. The following is a discussion of the four subjects reviewed based on subjective well-being. The results of the study showed that all research subjects had a tendency towards subjective well-being in certain situations. The description of subjective well-being in subjects GI and NO tended to be high, while subjective well-being in subjects JA and NA tended to be low. Subjects GI and NO had high subjective well-being as evidenced by the cognitive aspects of each subject, for example, the subject could achieve achievements by winning championships, there were still people who wanted to support the subject and could still live happily even though they only lived with one of the subject's parents.

Positive affect that emerged in the subject, accepting the family situation sincerely, not being selfish, and willing to understand the situation of both of the subject's parents and trying to make loved ones happy. In addition to positive affect, there were also negative affects experienced by the subject such as feelings of sadness, disappointment,

feeling less time with family, but it was only felt at certain times, occasionally when remembering his family. But outside of that, the subject felt happy. While subjects JA and NA have low subjective well-being, this is proven by the cognitive aspect of the subject feeling less happy living with one parent, the subject still hopes for an intact family. Positive aspects of the subject, the subject tries to change himself into a better person, although the changes that occur in the subject are still small, but there is an improvement in the subject. In addition to positive aspects, there are also negative aspects experienced by the subject. He has trauma from the past and has not been able to accept the situation experienced by the subject's family.

Supportive informants in this study include the classmate and the subject's friend. The subjective dimension of well-being is divided into two indicators: cognitive and affective. The cognitive dimension is an evaluation of life satisfaction, the evaluation is related to a person's judgment of his or her life. Based on the subjective well-being dimension (cognitive), the subject feels happiness and satisfaction when the subject can achieve and his academic score is good like the selected subject represents the school to attend the Mathematics Olympiad and win the championship.

"I feel happy and satisfied when I can be a successful student and make my parents happy". GI

"Sometimes when I attended the mathematics Olympiad and won the



championship, I felt happy because it turns out I could be a champion, which I initially doubted whether I could work on or not I was afraid to disappoint teachers and parents, but it turned out I was able to win the championship, and it made me feel satisfied." GI

A general picture of the affective component is the experience of a person of the events that he experiences, the emotional component is divided into two, namely: Positive affection and negative affection. Positive affect are pleasant emotions and moods such as joy, affection, and pride. Positive emotions are part of subjective well-being because they reflect a person's reaction to events that indicate that life is already in line with what is desired. Positive affections can be divided into certain emotions such as love, affection, and pride. Based on the interviews that the researchers conducted, they found that not all broken-home families hurt the child, there were positive things that were done on children whose parents were divorced. As the result of an interview, the subject felt grateful even though the parents were divorced, the mother's subject was married again and had a family, and her father was also married and had a family, but they loved and freed the subject to choose where to live, the family also went and walked together.

"Yes, I feel grateful, because compared to other children, my family is still harmonious, I am grateful because even though my father and mother are divorced, they still love me because

there are other children who are not as fortunate as me." GI

Reviewing negative affects reveals that they are moods and unpleasant emotions, signifying a negative reaction to life's experiences, health, events, and conditions. Negative affects can be separated into specific emotions and moods, such as shame, guilt, sadness, anxiety, and anger. Based on the results of the interviews, the researchers identified the negative experiences that the subjects had encountered. When the parents of the divorced subject were still in grade B, so he didn't have much memory of both his parents, the subject also regretted that the subject was young but his parents were divorced.

"I felt, I thought about why his parents divorced even though his child was still young" GI

"Because since I was little, I didn't live with my parents, when my parents divorced, I was still young, still in grade B of Kindergarten. So, I don't have many memories with my biological parents, that's what usually makes me sad. But I only feel sad for a short time because I'm still lucky that my parents still love me and can still make other memories" GI

Factors that influence subjective well-being

Internal factors include: first, emotional intelligence. The subject felt happy living his life all this time, there was



no deep regret that the subject felt. If the subject gets into trouble, he will feel sad and channel his sadness by crying, but the crying subject will feel relieved and feel calm back, the subject will also spend time with his friends, to talk or play if he feels sad.

"Feeling happy" (W1/GI.03052024:77)

"If I'm sad, I cry." GI

"If I've cried, I feel relieved, it's normal again." GI

"So, I'm not sad anymore, I play with my friends" GI

The second is gratitude and patience. According to the researchers' interview results, the subject expresses gratitude for continuing to live with a family that includes a divorced father and mother. The subject also feels every step and desire gets a good welcome from the parents, the parents always support the interests and talents of the subject.

"Yes, I am grateful, because compared to other children, my family is still harmonious, I am grateful because even though my father and mother are divorced, they still love me because there are other children who are not as fortunate as me." GI

"Yes, I am grateful that my parents always support me, If I want to do something or take part in any activity, my parents always support me." GI

The third is self-acceptance. Every individual possesses both strengths and weaknesses, allowing them to accept themselves as they are, while simultaneously striving to improve and become even better.

"Yes, I can accept myself, yes, no matter what, I am still grateful, I have many shortcomings too, yes, I just try to improve myself." GI

The fourth is religiousness. The subject often performs Sunnah worship as the prayer of *Tahajud*, for the subject telling Allah SWT has its sensation. Subjects also always have a good bias that if he gets a serious problem then God knows he's strong.

"When I wake up in the morning, I pray for Tahajud, but not every day. When I talk to Allah SWT at night, I feel relieved. I believe that Allah SWT is unquestionably fair." When I face a challenging test, it signifies that Allah has confidence in my strength. My mother always says that too." GI

The fifth is forgiveness. If a subject claims that it takes a few days to forgive someone, it's not always easy for them to forgive directly, depending on their mood. However, forgiving oneself comes more easily to the subject. To forgive a parent is also a matter of duty because a parent is also a man who has made a mistake.

"Forgiving others is according to my mood, if my mood is good, then I forgive them quickly, but if my mood



is not good, then it takes a while to forgive them, depending on what the problem was." GI

"Forgiving myself is easier, maybe in a few hours I can forgive myself." GI

"I can forgive my parents, because they are our parents. After all, all humans have made mistakes." GI

In addition to internal factors, there are external factors that can affect the elevation of the low level of subjective well-being in the individual. Among them: first, social support. The subject has many friends who are close to the subject, she also often talks to her friends, and the friends of the subject respond well to the topic. Subjects are happy to stay in the cottage because they have many friends and do not feel lonely.

"Yes sis, I get close to my friends easily, if something is going on, I usually like to talk to my friends, if I'm sad I usually talk to my friends, because at the cottage there are lots of friends, so it's crowded." GI

The second is the relationship with parents. The subject maintains a close relationship with either his father or mother. The subject's relationship with the father is intimate only sometimes the subject feels ashamed, if with the mother the subject relationship is fine but sometimes it feels awkward. Although rarely visited subjects often communicate through exercises that the subject borrows from the teacher (*ustadzah*) or the

guardian of the subject class. The subject often talks about his activities in the mansion, about the feelings of the natural subject, or the things the subject needs. Parents always support the interests and talents of the subject, and the needs of the subject are always fulfilled.

"Yes, I am grateful that my parents always support me, if I want to do anything or take part in any activities, my parents always support me." GI

"You can talk to your parents, your parents get along." GI

"It's fine" GI

"If you're with the same father and mother, you're a little embarrassed, but it's still fine." GI

"When you chat, it's not normally awkward, it's just usually a little shy." GI

"If you're the same mother and father, you're close, but when you chat, it's still a bit awkward." GI

On the other hand, economic factors can affect an individual's subjective well-being. The subject feels that he never lacks in terms of economics, the pocket money given by the parent is enough for the subject, if within a month of the subject's pockets are exhausted before the parent bends the topic, the parent subject will send the pocket money through a transfer. The subject's father bears the



pocket money for the second parent's school fees.

"Thank God, my pocket money is smooth, my father also if my money runs out, will transfer it, if my needs are met." GI

"Usually, my father and mother split the school fee, but my father provides the pocket money" GI

Quality of education and school is also one of the factors that can affect subjective well-being in a person. The subject did not feel that the divorce of his parents interfered with the study of the subject, he could still study with focus. Having the subject in the cottage also benefits the subject, as it enhances his focus on learning and prevents him from worrying about his parent's divorce. This is proved by the achievement of the subject, the subject has ever attended the mathematical Olympiad and won championship 1, the subject also does not feel disappointed when attending the learning activities at school and housing.

"No, because when you are in the boarding school, you focus on studying, you don't have to think about household matters. My mother also always said that when you are in boarding school, just focus on studying and don't think about anything else. If the money runs out, my mother will transfer it to you." GI

"I feel happy and satisfied when I can be an outstanding student and make

my parents happy. For example, when I took part in a math Olympiad and won, I felt happy because it turned out that I could be the champion. At first, I doubted whether I could do the questions or not, I was afraid of disappointing my teachers and parents. It turned out that I could be the champion, and that made me feel satisfied." GI

Discussion

Subjective well-being has two dimensions, the affective dimension and the cognitive dimension. Global life satisfaction assessment is an evaluation of life as a whole. The concept of global satisfaction aims to showcase an individual's overall choices and encourage reflection on their lives. According to research carried out by the researchers, the subject describes several events that give life satisfaction to the subject, among them is when the subject can represent the school to attend the mathematical Olympiad and win the championship. Besides, a good academic score in the subject makes the subject satisfied with his achievement. Others assess life satisfaction in various domains, including physical and mental health, work, social relationships, and family. Although they are married and have their own family, the subject still gets the attention and affection of the parent of the subject, there are no problems either concerning the achievement or academic value of the subjects.

The affective dimension provides a broad overview of an individual's emotional response to events, dividing the



emotional component into two categories: positive and negative affection. Affection positive indicates a mood and pleasant emotions, such as affection. Positive emotion is part of subjective well-being because it shows a person's reaction to an event that shows that life is going the way it is desired. In an interview with the subject found that she was grateful and happy, because even though her parents were divorced, they were still alive, even both families on the father's and mother's sides were still close. The affection and attention given by the parents is also enough for the subject. The subject lives in his mother's house with the subject's grandfather, but if the subject wants to go to his father's home, his mother also allows it. The subject is free to choose whether to live with his father or his mother. His parents' credentials did not hinder his performance. He separates business from education. Negative affect includes unpleasant moods and emotions and represents a negative response to what is experienced in life, health, events, and situations or conditions. Specific emotions and moods, such as shame, guilt, sadness, anger, and anxiety, can distinguish negative affect (Diener, 2009). There are negative effects experienced by GI subjects, when the parent divorces the subject at a young age and does not understand this problem, the subject admits only to having little memory of the subject's father and mother when they are still together.

As explained at the beginning of the introduction, this study not only discusses various dimensions but also explains the factors that can contribute to

the enhancement of individuals' subjective well-being. There are three factors: internal, external, and economic. Internal factors, among them: a) Emotional intelligence. The subject can control emotions well, if happy, the subject will show a happy expression, if angry, the subject will show an expression of anger, and if sad the subject also express the feelings of sadness that he feels. The subject feels happy throughout his days, but there are times when his subject will also be angry if something makes the subject's mood bad, the subject's friend also reveals during the interview that the subject is good, but if anger or feelings are not good, all the friends feel his rage, but it doesn't last long, if the feeling of the subject has improved he will be as usual again. The subject will also express itself when sad, that is, in the way of crying, According to the subject crying can make the subject more relieved to relieve the sadness.

The subject demonstrates strong emotional intelligence, effectively articulates and expresses emotions, and adapts their expressions based on their experiences or moods. Emotional intelligence and interrelated social interactions serve to direct individuals toward the achievement of subjective well-being. This aligns with the studies conducted by (Nurfadilatul Ilmiyah, 2022). The relationship between emotional intelligence, social support, and subjective well-being in early adolescence shows a significant positive correlation. Teenagers who can recognize and manage emotions, influence their subjective well-being. Then Thanksgiving and Patience. The subject is



always grateful for the circumstances that he has experienced, from the results of the interviews many things have been thanked the subject, for example, the subject is thankful to have a parent who although separated, has a strong bond of mercy, both families of each parent of the subject can love the subject because many children who experience family conditions break home unfortunate subjects (Sari, 2021). The subject's cottage includes an active child and any positive activity performed by the subject gets the support of the parent of the subject. The subject frequently expresses his gratitude through worship. The subject is also accustomed to performing the prayer of *Tahajud* and interacting with Allah SWT through extended prayers. It shows that the subject is always grateful for what he and his family are experiencing. The subject also attempts to express gratitude for the favor given to him.

Like the opinion (Alifa & Kamila, (2023) that the definition of gratitude is to show the influence of God's goodness on the heart through faith, on the oral through praise, and influence, and on the members through worship. According to this expression, gratitude can be understood as the behavior performed when one receives goodness, either from God or from others. The research carried out by Khoiroh et al., (2022b) on the relationship of gratitude and patience to subjective well-being in adolescents is also in line with this study that gratefulness and patience are significantly linked to subjective well-being in teenagers. The higher the gratitude and patience the

subject has, the lower the level of subjective well-being.

Every human being must have advantages and disadvantages, the subject is also aware of it. The subject is capable of accepting all aspects of himself. The strengths and talents that the subject has will be reassessed and developed to be more persuasive, while the shortcomings of the subject will be corrected. This is what makes the subject have good self-acceptance. The subject will try to be better than yesterday. According to research by (Makino & Tagami, 1998) there is a connection between the openness of various aspects of self-acceptance and subjective well-being. Meanwhile, Powel (Fatonah & Husna, 2020) stated that personality acceptance is one aspect of self-acceptance, hence personality is one of the factors in the formation of the achievement of subjective well-being in students. Previous research carried out by (Naraha et al., 2022) also discussed the self-acceptance and subjective well-being of students during the pandemic, the results of the analysis can conclude that there is a positive and significant relationship between the acceptance of self and the subjective well-being of the students during the pandemic.

The subjects often do *Sunnah* worship like the prayer of *Tahajud*, according to the subject of the story Pads Allah SWT makes him calmer, he also always performs the duties as a Muslim, and staying in the *pondok* makes him more diligent again in worshipping. He is confident that the path God has chosen for him is the best, and even in the face of



adversity, he remains a powerful individual. It indicates that the subject has good reliability. The subject's living in the *pondok* also has a major influence on the subject's reliability. In contrast, Utami (2012) study, "Religious, Religious Coping, and Subjective Well-Being," found no correlation between students' religiousness and subjective well-being. According to the results of this study, religiousness has an impact on subjective well-being (Utami, 2012). Forgiveness is not a difficult thing for the subject, but it takes time to be able to forgive, depending on the problem involved. The subject's mood also influences his or her ability to forgive. If the mood is associated with self-forgiveness, the subject will find it easier to forgive themselves. This indicates that the subject can pardon others, but it takes time. A study conducted by Azra (2023) found that when ODHA forgives others his heart will feel better. It means when they forgive. They're happier and healthier, but if they don't forgive, they're worse and unhappy.

Additionally, external factors can influence the low elevation of subjective well-being in an individual. Among them is social support. From the results of interviews the subject has many friends, the subject also often tells his friends, tells about problems that are natural subjects or tells of past experiences. The subject is also happy to live in the surroundings of *pondok* because many friends make the life of the subject more colorful. The subject has also had problems with his friend, because of misunderstandings, but on the other hand, many friends support the subject. This indicates that the subject

has a strong network of friends who support him. In line with the research Munthe et al., (2023) one of the components that influence psychological well-being is social support, which serves as an intermediary or mediator, between a person and a depressing problem. Therefore, we can interpret social support as having the ability to reduce stressors in the lives of students in the area, thereby improving their mental health. Previous research conducted by Kurniawan & Eva (2020) produced research, that students who live in the area have a higher level of social support coming from friends and parents and are more able to build positive relationships with others, feel more self-sufficient in a new city, and have a life purpose. A lack of significant social support suggests that regional students have not accepted themselves so they feel unsure that they cannot have a closer relationship than friends. Deficiency of values also indicates that local students are unable or difficult to find important people in new places, and lastly, the lack of social backing from important people indicates stagnation, which impedes growth and progress (Kurniawan & Eva, 2020).

Then there's a relationship with the parents. The subject is close to his parents, father, or mother of the subject. Although rarely visited subjects often communicate through exercises that the subject borrows from the *ustadzah* or the guardian of the subject class. The subject often talks about his activities in *pondok*, about the feelings of the natural subject, or the things the subject needs. The family of the father and mother of the subject is also quite close,



and the subject's relationship with the mother's husband and father's wife of the subjects is also good, they are not embarrassed to walk together. Parents consistently encourage their children's interests and talents, and they consistently cater to their needs. It shows that the subject has a good relationship with the parent of the subject, from the father's or the mother's family.

Economic factors also play a crucial role. Regarding the family's economic conditions, the subject doesn't know the details, the needs of the subject are always met and the subject's pocket money though not too much, is enough to meet the subject's needs in *pondok*. Everything the subject needs will be handled by his parents. This shows that the subject's family economy is stable and capable of meeting everyday needs. On the other hand, the quality of education and school plays an important role. The subject did not feel that the divorce of his parents interfered with the study of the subject, he could still study with focus. Having the subject in *pondok* is also more beneficial to the subject, making the subject more focused on learning and not thinking about the divorce of the parent of the subject. This is proved by the achievements that have been achieved by the subject, the subject has ever participated in the mathematical Olympiad and won championship 1, the subject also doesn't feel embarrassed when attending learning activities in schools and housing. It shows that the subject has a good quality of education, so the subject can perform.

CONCLUSION

Based on the results of research on subjective well-being in students (*santri*) who experience broken homes in Darul Hikmah Islamic Modern Boarding School it can be concluded that the picture of subjective well-being in the subject tends to be good. The subjects who are also students (*santri*) have good subjective well-being proved by the presence of cognitive aspects of each subject; for example, the subject can achieve achievement by winning the championship, but still, some people want to support the subject, and can still live happily even though only one of the parents of the subject. Positive affect that appears on the subject, accepting the family situation with sincerity, not selfish, and being willing to understand the situation of both parents of the subjects, as well as trying to be able to please loved ones. Besides positive affects there are also negative affects experienced by the subject such as feelings of sadness, disappointment, and lack of time with the family, but it is felt only at certain times, sometimes when remembering his family. However, there are moments when the subject experiences happiness. In addition, several factors also influence the subjective well-being of the subject, including internal factors including emotional intelligence, gratitude and patience, self-acceptance, religiousness, and forgiveness. External factors include social support, relationships with parents, economic factors, quality of education, and school.

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