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*Research article*

## **The Effect of Broken Home (Household Crisis) on Depression Anxiety Stress Scales (Dass 42) in Students of SMA X Lumajang**

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### **Abstract**

**Background** : Children or teenagers who are facing Broken homes in their master person directly or indirectly can have an impact on mental health disorders, namely stress, anxiety, and depression, which adversely affect children. This condition can be said to be a trigger and can make the child moody, sad or long because both parents are divorced. The cause of broken homes is due to several factors, namely: the factor of divorced parents, ugliness, economic period, busy period, and the last is the period of education.

**Method**: This study is a type of observational analytic research with the design of cross-sectional study research and the taking until this research using the method of probability sampling that is random, to find out the level of Broken Home aam this study using a questionnaire made by the research-based on various sources obtained and for stress, anxiety, and depression itself using the questionnaire Depression Anxiety Stress Scale (DASS 42).

**Result** : From the results of the following research can be drawn the doubt that a broken home does not significantly cause high school students in this study to experience stress and anxiety. However, it is known that it can cause depression in high school students in this study significantly.

**Conclusion**: the broken home did not significantly cause high school students to experience stress and anxiety but it can cause depression in high school students is significantly

**Keywords**: *Broken Home, Depression Anxiety stress scale, Stress and anxiety*

## INTRODUCTION

Based on Regulation Number 52 of 2009 which contains the development of population and family development, "The family is the smallest unit in a society which consists of husband and wife, or mother and child, or father and child". A family is a group of people who live together in one house which are connected by ties and rules and emotions and each individual has the role of each of the family. (Suprapti, 2014).

Based on the results of pre-research carried out by previous research, data obtained were as many as 15 students who had Broken Home families from 186 high school students.

Children or adolescents who are facing Broken Homes on their parents directly or indirectly can have an impact on mental health problems, namely stress, anxiety, and depression, which harm the child. (Nasiri, 2016). This condition can be said to be a trigger and can make the child feel gloomy, sad for a long time, or want to because both parents have divorced.

Etymologically, a broken home is defined as a broken family. The condition of lack of family attention or lack of affection from parents caused by several things can be caused by divorce, so the child only lives with one biological parent ( John ME. & Hassan S., 2010) The cause of the broken home according to is due to several factors, namely: factors of divorced parents, ugliness, economic problems, busy life, and finally education (Willis SS., 2011).

The definition of Depression Anxiety Stress Scales (DASS 42) or mental health is put forward by the world health Organization (WHO) that "health as a state of complete physical, mental and social well-being and not themly the absence of disease or infirmity." Depression Anxiety Stress Scale (DASS 42) itself is divided into 3 parts, namely depression, anxiety, and stress.

Depression is a period of human disruption related to the function of feeling sad and the symptoms that accompany it ( Kaplan & Sadoc, 2010). We can see these symptoms from three aspects, namely: social symptoms, psychological symptoms, and the last one are physical symptoms.

Meanwhile, states that someone who is depressed usually has a disorder that includes a state of function, emotion, notification and behavior, and cognition (Lubis. 2016).

Depressive disorders are divided into two types, namely: Major Depressive Disorder (MDD) and Dysthymic Disorder (dysthymic disorder), MDD is characterized by a sad emotional state and a loss of the ability to enjoy all activities that are usually carried out, namely chronic depressive disorders. Individuals who have been diagnosed with a dysthymic, have a depressive condition, are more than half the time of the minimum 2 years.

**Stress** is the "non-specific" response of the body to a burden on a person's demands or the balance of the body and body that is disturbed and tries to restore it. stress is also referred to as an attempt to adjust (Hawari, D., 2011, Saddock, B., 2010)

According to Stuart & Sundeen, 2006, the classification of stress levels is divided into three:

1. Mild stress, this level of stress often occurs in everyday life
2. Moderate stress, this level of stress the individual focuses more on important things and overrides other things.
3. Severe stress, this level means that the perception of the individual is greatly reduced and tends to focus on other things.

According to Lubis, 2016, anxiety is an appreciation of unpleasant emotions, which are associated with anticipation and catastrophe. Anxiety can also appear at various levels, from feelings of anxiety and mild anxiety to excessive fear.

Some of the main factors that can affect the basic policy that shows a reaction to anxiety (Savitri R., 2003)

1. The environment or surroundings where you live can affect the way a person thinks
2. Emotions that are suppressed, anxiety occur if a person is unable to find a way out

3. Physical factors, namely from the mind and body constantly interacting so that it can cause anxiety. This thing is usually seen in conditions such as pregnancy as a teenager

Based on the explanation above, the writer is interested in researching "The Effect of Broken Home (Household Crisis) on Depression Anxiety Stress Scales (DASS 42) in Senior High School Students".

## RESEARCH METHOD

This research type is observational analytic research with a cross-sectional study design and the sampling of this research using the sampling probability method, namely random sampling. sample are taken based on inclusion and exclusion criteria that meet the Inclusion criteria: Students who are registered as active students in Senior High School, Students with experience of broken home incidents, Students are willing

Respondents filled out questionnaires honestly and were willing to sign an informed consent. Exclusion Criteria: Students who are registered as students, but are not active in Senior High School, students who have severe mental disorders, students who suddenly stop as research subjects

The variables of this research consist of independent and dependent variables, where the independent variables in this research are broken home and the dependent variable in this research is Depression Anxiety Stress Scales (DASS 42). To determine the level of Broken Home, this research used a questionnaire made by researchers based on various sources obtained and for stress, anxiety, and depression itself using the Depression Anxiety Stress Scale questionnaire (DASS 42).

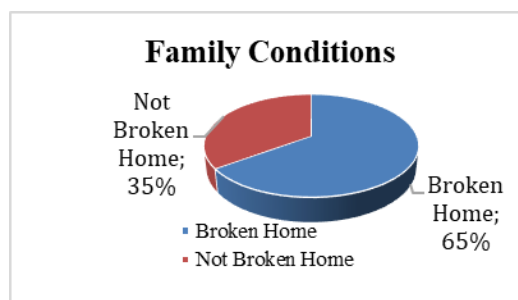
## RESULTS AND DISCUSSION

### 1. Broken Home on Respondents

**Table 1 Distribution of Respondents According to Family Conditions**

Family Conditions	Frequency	Percentage (%)
Not Broken Home	21	35,0
Broken Home	39	65,0
Total	60	100,0

Based on the table above, it can be seen that of the 60 students studied, most of them 39 (65%) of respondents experienced a broken home condition, while 21 other respondents (35%) admitted that they were not from a broken home.



**Picture 1. Distribution of Respondents According to Family condition**

**Table 2 Distribution of Respondents by Stress Level**

Stress Level	Frequency	Percentage(%)
Normal	31	51,7
Mild stress	22	36,7
Moderate stress	6	10,0
Severe stress	1	1,7
Very Severe stress	0	0
Total	60	100,0

### 2. Stress on Respondents

Based on Table 2 above, it can be seen that of the 60 respondents in this study, most of them experienced normal stress levels, namely 31 people (51.7%) while respondents with stress levels in the mild category were 22 people (36.7%) and respondents at the level of stress in the moderate category were 6 people (10%) while 1 person (1.7%) experienced stress with a severe category.

### 3. Stress on Anxiety

**Tabel 3** Distribution of respondents according to level of anxiety

Anxiety Level	Frequency	Percentage (%)
Normal	3	5
Mild anxiety	4	6,7
Moderate anxiety	32	53,3
Severe anxiety	17	28,3
Very Severe anxiety	4	6,7
Total	60	100,0

Based on Table 3 above, it can be seen that the majority of respondents in this study experienced moderate levels of anxiety, namely 32 people (53.3%), while respondents with a very severe level of disability were the least number of 4 people (6.7%).

**Table 4** Distribution of respondents according to Depression Levels

Depression Level	Frequency	Percentage (%)
Normal	7	11.7
Mild depression	24	40.0
Moderate depression	25	41.7
Severe depression	3	5.0
Very severe depression	1	1,7
Total	60	100,0

### 4. Depression in Respondents

Based on Table 4 above, it can be seen that the majority of respondents in this research experienced moderate level depression, namely 25 people (41.7%) while respondents with a severe level of depression only amounted to 1 person (1.7%)

## DATA ANALYSIS

### 1. The Relationship between Broken Home and Stress Level in Senior High School Students

Table 5 shows that out of 100% of students who have a non-broken home family condition, 52.4% of students experience normal mental health. And of the

100% students who have a broken home family condition, 51.3% of students experience mental health in the normal category. From the results of the Spearman rank statistical test, it was obtained a significance value of  $0.892 > 0.05$ .

**Table 5 Relationship between Broken Home and Depression Levels in High School Students**

Family Condition	Stress Level				Total	Spearman
	Normal	Mild	Moderate	Severe		
Not broken home	11 (52.4%)	8 (38.1%)	1 (4.8%)	1 (4.8%)	21 (100.0%)	Sig. = 0,892
Broken Home	20 (51.3%)	14 (35.9%)	5 (12.8%)	0 (0%)	39 (100.0%)	
Total	31 (51.7%)	22 (36.7%)	6 (10.0%)	1 (1.7%)	60 (100.0%)	

## 2. The relationship between Broken Home and anxiety levels in high school students

**Table 6 The Relationship between Broken Home and Anxiety Levels in High School Students**

Family Conditions	Anxiety Level					Total	Spearman
	Normal	Mild	Moderate	Severe	Very Severe		
Not broken home	3 (14.3%)	2 (9.5%)	8 (38.1%)	6 (28.6%)	2 (9.5%)	21 100.0%	Sig. = 0,607
Broken Home	0 (0%)	2 (5.1%)	24 (61.5%)	11 (28.2%)	2 (5.1%)	39 100.0%	
Total	3 (5.0%)	4 (6.7%)	32 (53.3%)	17 (28.3%)	4 (6.7%)	60 100.0%	

Table 6 shows that out of 100% of students who have a family condition that is not a broken home, only 9.5% of students experience mental health with a very severe level of anxiety. And of the 100% students who have a broken home family condition, only 5.1% of students experience mental health with a very severe level of anxiety. From the results of the Spearman rank statistical test, it obtained a significance value of  $0.607 > 0.05$ .

### 3. Relationship between Broken Home and Depression Levels in High School Students

Table 7 shows that out of 100% of students who have a family condition that is not a broken home, only 14.3% of students who experience mental health with a moderate level of depression. Meanwhile, of the 100% students who have a broken home family condition, 56.4% of students experience mental health with a moderate level of depression. From the results of the Spearman rank statistical test, it was obtained a significance value of  $0.035 < 0.05$ .

**Table 7 Relationship between Broken Home and Depression Levels in High School Students**

Family Condition	Depression Level					Total	Spearman
	Normal	Mild	Moderate	Severe	Very Severe		
Not Broken Home	5 (23.8%)	11 (52.4%)	3 (14.3%)	1 (4.8%)	1 (4.8%)	21 (100.0%)	Sig. = 0,035
Broken Home	2 (5.1%)	13 (33.3%)	22 (56.4%)	2 (5.1%)	0 (0.0%)	39 (100.0%)	
Total	7 (11.7%)	24 (40.0%)	25 (41.7%)	3 (5.0%)	3 (1.7%)	60 (100.0%)	

#### **The Effect of Broken Home (household crisis) on Depression Anxiety Stress Scales (DASS 42) in High School Students in terms of stress factors**

From the demographic data of this research, it is known that of the 60 respondents studied, the majority of respondents had stress in the normal category, namely 31 people (51.7%). which means that broken home is not a factor that causes stress to Middle School students in this research.

#### **The Effect of Broken Home (household crisis) on Depression Anxiety Stress Scales (DASS 42) in High School Students in terms of Anxiety Factors**

From the demographic data of this research, it is known that of the 60 respondents surveyed, the majority of respondents had a moderate level of anxiety, namely 32 people (53.3%). which means broken home is not a factor that causes anxiety in Middle School students in this research.



## **The Effect of Broken Home (household crisis) on Depression Anxiety Stress Scales (DASS 42) in High School Students in terms of Anxiety Factors**

From the demographic data of this research, it is known that of the 60 respondents studied, the majority of respondents had a moderate level of depression, namely 25 people (41.7%). which means broken home is a factor that causes stress to Middle School students in this research.

### **CONCLUSION**

The description of the mental health of respondents in this study shows that the majority of respondents experience stress which is still classified as normal, but has moderate levels of anxiety and depression. The analysis showed that the broken home did not significantly cause high school students in this study to experience stress ( $p = 0.892 > 0.05$ ) and anxiety ( $p = 0.607 > 0.05$ ). However, it is known that it can cause depression in high school students in this study significantly ( $p = 0.035 < 0.05$ ).

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