

**Research Article****Read Online:** <https://doi.org/10.64420/ijces.v3i1.360>**Open Access**

The Dynamics of Emotional Behavior and Character Development in Children from Broken Homes: A Case Study at a Juvenile Special Development Institution (LPKA)

Zubaidahi¹, Prio Utomo^{2*} ¹ Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia³ Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia**ABSTRACT**

Background: Broken home family conditions often affect children's emotional development and character formation, particularly among juveniles in conflict with the law who undergo rehabilitation in juvenile correctional institutions. **Objective:** This study aims to analyse the dynamics of emotional behaviour and the factors influencing character development among juvenile inmates from broken home families at the Class II Juvenile Correctional Institution (LPKA) in Bengkulu City. **Method:** The study employed a qualitative case study to obtain an in-depth understanding of juveniles' emotional experiences. Data were collected through direct observation, in-depth interviews with five juvenile inmates and two correctional officers, and analysis of relevant documentation. **Result:** The findings reveal that the juveniles experience complex emotional fluctuations, including sadness, anger, loneliness, and low self-esteem, which are triggered by family conflict, lack of parental attention, and negative social environments. Nevertheless, rehabilitation programs at the LPKA, such as counseling, spiritual activities, educational programs, and social activities, help the juveniles express and manage their emotions more constructively. **Conclusion:** The study concludes that a holistic, psychosocially supported rehabilitation approach is essential for promoting emotional stability and strengthening character development among juvenile inmates. **Originality/Value:** This study provides empirical and psychosocial novelty in the field of developmental psychology and juvenile justice rehabilitation by uncovering the complex emotional dynamics (anger, loneliness, and low self-esteem) and the efficacy of holistic rehabilitation programs (counseling, spiritual mentoring, and education) concerning character development and emotional regulation among children from broken-home families within the institutional context of a Juvenile Special Development Institution (LPKA), an area that has remained insufficiently documented. These findings enrich empirical evidence and serve as a strategic reference for designing targeted psychosocial intervention models and enhancing child-centered correctional rehabilitation policies.

ARTICLE HISTORY

Received: October 22, 2025

Revised: March 18, 2026

Accepted: March 21, 2026

Published: March 26, 2026

KEYWORDS

Emotional dynamics;
 Juvenile character development;
 Broken home;
 Juvenile rehabilitation;
 LPKA

1. INTRODUCTION

The family is the smallest social unit that plays a fundamental role in shaping children's character, personality, and emotional development (Ardilla & Cholid, 2021). Through early interactions at home, children learn values,

* **Corresponding Author:** Prio Utomo, prio.utomo@ikipsiliwangi.ac.id

Department of Guidance and Counseling, Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia

Address: Jl. Terusan Jenderal Sudirman No.3, Baros, Kec. Cimahi Tengah, Kota Cimahi, Jawa Barat 40521, Indonesi

How to Cite this Article:

Zubaidah, Z., & Utomo, P. (2026). The Dynamics of Emotional Behavior and Character Development in Children from Broken Homes: A Case Study at a Juvenile Special Development Institution (LPKA). *Indonesian Journal of Character Education Studies*, 3(1), 10-19. <https://doi.org/10.64420/ijces.v3i1.360>



Copyright © 2026 by the author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) License (<https://creativecommons.org/licenses/by-sa/4.0/>)

norms, affection, emotional regulation, and patterns of social relationships. Families that are warm, consistent, and responsive tend to foster children who are confident, emotionally stable, and socially adaptive (Afridah et al., 2021). Conversely, family dysfunction, commonly referred to as a broken home, often leaves long-term psychosocial impacts on children, ranging from difficulties in emotional regulation to disruptions in character formation (Anarta et al., 2023).

The phenomenon of broken homes may stem from divorce, prolonged conflict, physical or verbal abuse, neglect, and a lack of emotional attachment. These conditions create experiences of rejection, insecurity, and the loss of caregiving figures who are expected to provide emotional support and moral guidance (Pasaribu & Widodo, 2024). Numerous studies indicate that children from broken homes are more vulnerable to emotional and behavioural problems, such as irritability, anxiety, depression, low self-esteem, aggression, and deviant behaviour (Arifin, 2017; Aristawaty et al., 2023; Ashary & Fatimah, 2015). These findings align with Hurlock's classical perspective, which highlights dysfunctional family relationships as a significant psychological risk factor across developmental stages.

In Indonesia, the issue of broken homes has gained increasing attention alongside the growing complexity of family problems in socio-economic and cultural contexts (Susanto & Jailani, 2023). The impact extends beyond changes in family structure and dynamics, influencing social resilience and the future of younger generations. Children who grow up without adequate emotional support often seek maladaptive forms of compensation, including risky behaviours and legal violations (Cardoso, 2018). The Juvenile Special Development Institution (LPKA) serves as an intervention setting for children in conflict with the law, many of whom have backgrounds marked by family dysfunction.

LPKA Class II in Bengkulu City accommodates juveniles with diverse backgrounds; however, a recurring pattern is the experience of family dysfunction. Their emotional dynamics are complex, including sadness due to separation, anger and disappointment resulting from family conflict, discomfort in forming new attachments, and occasional expressions of joy during participation in positive institutional activities. These fluctuations indicate unstable emotional regulation and an ongoing process of character reconstruction influenced by traumatic experiences, peer environments, and institutional caregiving patterns.

Theoretically, this issue can be examined through several frameworks, including Bowlby's attachment theory (Behrens et al., 2025), Erikson's psychosocial development theory (Knight, 2017), and Bronfenbrenner's ecological systems theory (Eriksson et al., 2018). First, the failure to establish a secure base in early childhood disrupts children's ability to regulate emotions and build trust. Second, psychosocial crises during stages such as industry versus inferiority and identity versus role confusion are more likely to be problematic when significant figures are inconsistent. Third, ecological systems ranging from micro to macro levels, including family, school, peers, and policy, interact in ways that can either exacerbate risk or provide protective factors. These frameworks help explain how experiences of a broken home influence emotional dynamics and character development trajectories among juveniles in LPKA.

Although numerous studies have examined the broader impacts of broken homes, there remains a research gap in the context of LPKA, where emotional dynamics are often described descriptively without exploring how they evolve and interact with institutional rehabilitation programs. Moreover, the concept of character development is frequently reduced to institutional compliance rather than being understood as a process of value internalisation, habit formation, and moral maturation (Bahari, 2015; Hasanah, 2016; Hasmawati, 2019). In other words, in-depth case studies that integrate emotional dynamics and character development within the LPKA ecosystem, particularly in LPKA Class II Bengkulu City, are still limited.

Based on this gap, this study focuses on the dynamics of emotional behaviour and character development among juveniles from broken homes, using LPKA Class II in Bengkulu City as a case study. The main objectives are: (1) to identify dominant emotional patterns, their triggers, and coping strategies used by the juveniles; (2) to examine how these emotional dynamics are intertwined with the process of character development, including values, habits, self-control, empathy, and responsibility; and (3) to identify effective rehabilitation practices as protective factors as well as areas that require improvement.

The findings of this study are expected to provide evidence-based recommendations for strengthening LPKA programs, including trauma-informed interventions, emotional literacy modules, attachment-based mentoring, and collaborative schemes involving families and community networks. Theoretically, this study contributes to the literature on child development in vulnerable contexts by integrating perspectives on emotional regulation, character development, and ecological systems within the context of juvenile rehabilitation.

This study emphasises the importance of viewing juveniles not merely as subjects of discipline, but as individuals undergoing processes of renegotiating security, identity, and values. Understanding their emotional dyna-

mics and character development in depth is essential for designing rehabilitation programs that not only reduce delinquency but also restore their humanity and prospects.

2. METHOD

2.1 Research Design

This study employed a qualitative approach using an intrinsic case study design conducted at the Juvenile Special Development Institution (LPKA) Class II in Bengkulu City throughout 2024. The study focused on gaining an in-depth understanding of the institutional context of LPKA and on examining the relationship between the dynamics of emotional behaviour and character development among juveniles from broken-home backgrounds. Ethical considerations were prioritized from the outset. The researcher obtained approval from the institution and an ethics committee, secured informed consent from guardians or relevant authorities, as well as assent from the participants, ensured confidentiality through the use of pseudonyms, applied encrypted data storage with restricted access, and prepared referrals to institutional counsellors in case the interview process caused psychological discomfort.

2.2 Research Location

Participants were selected purposively using a criterion-based approach. The inclusion criteria consisted of active juveniles aged 14–18 years with a background of a broken home, adequate communication skills, and willingness to participate in the study. The primary participants included five juveniles, supported by two additional informants, both institutional staff directly involved in their supervision and development. Data saturation was continuously monitored throughout the research process, and additional participants were considered if thematic saturation had not been achieved.

2.3 Data Collection

Data were collected using three main techniques. First, in-depth semi-structured interviews were conducted using an interview guide that explored family background and attachment, experiences of conflict and emotional triggers, emotional regulation and coping strategies within LPKA, interactions with peers and staff, and indicators of character development such as discipline, responsibility, empathy, honesty, self-control, and perseverance. Interviews were audio-recorded with consent and supplemented with field notes.

Second, limited participant observation was carried out during routine institutional activities, including educational sessions, sports, religious activities, and daily transition periods. Observations focused on affective expressions, responses to rules, prosocial initiatives, and patterns of conflict resolution.

Third, documentation analysis included institutional standard operating procedures, activity schedules, counseling reports, disciplinary records, and permitted assessment files to verify contextual information and support data triangulation.

Data management was conducted systematically. Interview recordings were transcribed verbatim, all data were anonymised, and digital files were organised into structured folders (interviews, observations, documentation) within an encrypted storage system. Analytical memos were written regularly to capture emerging ideas, relationships among codes, and key analytical decisions throughout the process.

To ensure data trustworthiness, several strategies were employed. Method triangulation was conducted by comparing findings from interviews, observations, and documentation, while source triangulation compared perspectives between juveniles and institutional staff. Preliminary findings were validated through member checking, using clear, accessible language to ensure accurate meaning. The researcher also engaged in peer debriefing to minimise individual bias, maintained an audit trail documenting analytical decisions such as code revisions and theme development, and practised reflexivity through a reflective journal that captured the researcher's positionality and assumptions. Thick description was provided to enable readers to assess the transferability of the findings to similar contexts.

2.4 Data Analysis

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing/verification. During the reduction phase, transcripts were cleaned and coded in stages: open coding to identify meaning units, axial coding to group categories, and selective coding to develop core themes. This process was supported by a codebook containing operational definitions, coding rules, and example excerpts.

In the data display phase, data were organised into within-case matrices for each participant and cross-case matrices to identify patterns of similarity and difference. Visual tools such as thematic maps, emotional timelines, and relational diagrams illustrating links between triggers, emotional responses, and character indicators were also used.

The conclusion phase integrated inductive and deductive thematic analysis with pattern matching against relevant theoretical frameworks, including attachment theory, psychosocial development, and ecological systems theory. The researcher actively sought and examined negative cases that contradicted dominant patterns to strengthen the validity of the findings. The outcomes of this process included identifying key themes related to emotional triggers, adaptive and maladaptive coping strategies, shifts in character indicators during rehabilitation, and the role of institutional practices in LPKA as both protective factors and areas for improvement.

3. RESULT AND DISCUSSION

3.1 Result

The findings indicate that the dynamics of emotional behaviour among juveniles from broken home backgrounds at LPKA Class II Bengkulu City are highly varied and complex. The juveniles exhibit emotional instability; on one hand, they experience deep sadness due to separation from their families, while on the other hand, they find temporary happiness through positive activities available within LPKA, such as sports, Qur'an recitation, and educational programs. Feelings of anger frequently emerge when they recall family conflicts, parental divorce, or the lack of attention they received during childhood. This is consistent with Hurlock's theory of emotional development, which states that non-harmonious family conditions can pose a psychological risk for children, as they lose the sense of security and emotional support that parents should provide.

Table 1. Summary of Key Findings on Emotional Dynamics and Character Development of Juveniles

No	Aspect	Key Findings	Empirical Indicators
1	Dominant Emotional Patterns	Negative emotions are more dominant (sadness, anger, disappointment), with situational positive emotions	Expressions of sadness when discussing family, anger toward past conflicts, happiness during positive activities
2	Emotional Triggers	Broken home experiences and LPKA environment	Parental conflict, feelings of rejection, institutional rules, peer interactions
3	Coping Strategies	Varied, including adaptive and maladaptive forms	Adaptive: participating in activities, religious practices, sharing experiences; maladaptive: withdrawal, irritability
4	Emotional Regulation	Not yet stable, still developing	Rapid emotional changes, difficulty controlling anger, gradual improvement in managing emotions
5	Social Interaction	Gradually developing	Some begin to open up, others remain socially withdrawn or awkward
6	Discipline	Shows improvement during rehabilitation	Compliance with rules, participation in scheduled activities
7	Responsibility	Begins to develop through routine activities	Completing tasks, engaging in rehabilitation programs
8	Empathy	Emerging, though not yet consistent	Helping peers, showing understanding of others' conditions
9	Self-Control	Fluctuating	Sometimes able to control emotions, at other times impulsive
10	Role of LPKA	Functions as a protective factor	Structured environment, positive activities, guidance from staff
11	Barriers to Rehabilitation	Internal and external factors	Past trauma, peer influence, limited individualized approaches

The table above indicates that the emotional dynamics of juveniles from broken home backgrounds are predominantly characterised by negative emotions rooted in past experiences. However, positive emotions may emerge in specific contexts, particularly during structured institutional activities. The variety of coping strategies suggests that the adaptation process is ongoing and not yet fully stabilised. In terms of character development, there

is noticeable progress, especially in discipline and responsibility, which are supported by the structured rehabilitation system within LPKA. However, aspects such as self-control and empathy remain inconsistent, indicating that the internalisation of values is still in progress. Overall, LPKA serves as a protective environment that supports emotional recovery and character development. Nevertheless, several barriers remain, highlighting the need for more individualised and sustained intervention approaches.

In terms of family background, the majority of the juveniles come from economically disadvantaged families, divorced households, or situations involving parental neglect. Some participants were even raised by grandparents or other relatives, leaving them without full parental roles in their lives. These conditions contribute to low self-esteem, feelings of being unloved, and a tendency to seek attention through negative behaviours. Juveniles from broken home backgrounds generally have traumatic experiences that further destabilize their emotional state. In many cases, they feel envious of peers who have harmonious families. These findings support the study by Tutia Rahmi, which explains that children from broken homes tend to experience difficulties in learning, concentration, crises of self-confidence, and moral disturbances due to a lack of familial affection.

Furthermore, this study found that the rehabilitation strategies implemented at LPKA Class II Bengkulu City play a significant role in helping juveniles manage their emotions. Staff members strive to treat all juveniles equally, except in specific cases requiring special attention. Activities such as counseling, sports, arts, and religious programs serve as important channels for expressing emotions in healthy ways. This aligns with the perspective of Crow & Crow, who argue that emotional development can be directed positively through social, spiritual, and creative activities that provide space for children to express their feelings constructively.

Overall, the emotional dynamics of juveniles from broken home backgrounds are characterised by fluctuations between sadness, anger, happiness, and hope for change. These juveniles face not only internal challenges, such as difficulty in regulating emotions, but also external pressures, including social stigma and limited family support. However, structured rehabilitation programs at LPKA help them develop positive coping mechanisms, such as through religious practices, counseling, and peer support. Therefore, this study emphasises that holistic and humane rehabilitation approaches are essential to support emotional stability and mitigate the negative impacts of broken home experiences on juvenile development.

3.2 Discussion

The dynamics of emotional behaviour among juveniles from broken home backgrounds are rooted in prolonged disruptions in caregiving, including divorce, chronic conflict, domestic violence, and neglect. These disruptions undermine a child's basic sense of security, making them more vulnerable to experiencing intense and mixed emotions such as sadness, anger, anxiety, and emptiness. In institutional contexts such as LPKA, this vulnerability often intensifies during the initial phase due to the abrupt transition to a new environment, strict regulations, and the loss of previous support systems. However, a structured and consistent environment also creates opportunities for emotional stabilization, particularly when daily interactions are managed in a firm yet supportive and predictable manner.

From an attachment perspective, early relationships with caregivers shape internal working models of self and others. Children from broken home backgrounds are more likely to internalize anxious or avoidant attachment patterns, which manifest as heightened sensitivity to rejection, distrust of authority, or emotional outbursts that are difficult to regulate (Karimah et al., 2024). When responsive and consistent caregiving figures are reintroduced within LPKA, these corrective experiences can reshape children's internal representations, helping them understand that closeness does not always lead to harm and that boundaries can coexist with warmth.

The ecological systems framework emphasizes that broken home conditions rarely occur in isolation. Poverty, stigma, exposure to community violence, school dropout, and limited access to services interact to create a broader landscape of risk (Marbun, 2021). When properly managed, LPKA can serve as a substitute microsystem, providing structured routines, learning opportunities, role models, and prosocial support networks (Setiawan & Subroto, 2023). At this stage, interventions should not be limited to the individual level but must also restructure institutional culture to be fair, participatory, and restorative.

During adolescence, identity formation becomes a central developmental task. Family disruption often obscures value references and role models, leading some adolescents to seek affiliation with groups that are not always prosocial (Risnita, 2024). Therefore, effective character education must go beyond moral instruction alone. Programs that combine explicit teaching of values such as honesty, discipline, responsibility, and empathy with reflective practices (e.g., emotional journaling, guided dialogue, restorative conferencing) and contextual activities (e.g.,

community service, sports, religious activities, and vocational training) provide safe spaces for experimentation, making mistakes, learning, and growth (Ramdani et al., 2023).

Emotional regulation serves as a bridge between affective dynamics and character development. Juveniles require practical skills that can be applied in daily life, such as labelling emotions, grounding and breathing techniques, delaying impulsive responses, cognitive restructuring, and problem-solving strategies (Aisyah et al., 2022). When these skills are embedded in social-emotional learning integrated into classrooms, vocational training, arts and sports activities, and religious practices, opportunities for consistent practice increase. Specific positive reinforcement for observable behaviours is more effective in strengthening positive habits than generic punishment, which often increases resistance.

Social learning theory emphasises that children learn through observation of models (Ahn et al., 2020). This means that the quality of daily interactions within LPKA plays a critical role in shaping behaviour. A culture that is transparent in its rules, consistent in its consequences, and empathetic in communication will provide prosocial models that can be observed and imitated. Peer mentoring and individualized support from trauma-informed staff serve as catalysts for change. At the same time, restorative justice approaches shift the focus from punishment toward repairing harm, accountability, and restoring dignity for all parties involved.

Psychological resilience develops when protective factors are strong enough to buffer risk factors (Gintulangi et al., 2018). Supportive relationships with staff, repeated experiences of small but meaningful successes in academic or vocational domains, recognition of individual talents, and spiritual support contribute to a sense of competence and purpose (Hall et al., 2005). As a result, juveniles begin to see themselves not merely as “rule violators,” but as individuals capable of growth (Marlow et al., 2023). This improved self-perception strengthens intrinsic motivation to maintain adaptive behaviours beyond institutional supervision.

Program implementation should be operationalised through individualised support plans that map emotional triggers, behavioural goals, coping strategies, and indicators of progress. Cross-system collaboration is essential: remaining family members should be prepared to adopt more responsive parenting practices; formal or equivalency education should ensure continuity of learning; religious communities can provide a sense of meaning; and psychological services should offer clinical interventions when necessary (Asadullah & Bhattacharjee, 2022). The transition phase requires concrete reintegration planning, including tutoring, job referrals, and post-release support networks.

Furthermore, developmental evaluation should cover three domains: emotional (frequency of outbursts, ability to label emotions, use of regulation techniques), behavioural/character (rule compliance, attendance, prosocial participation, responsibility in tasks), and relational/identity (quality of relationships with staff and peers, clarity of future goals, and more adaptive self-narratives). A combination of observations, incident records, psychometric scales, project portfolios, and self-reflection should be used to obtain a comprehensive and reliable picture of change (Meletiadiou, 2021).

The findings of this study reinforce the notion that the emotional dynamics and character development of children from broken homes cannot be reduced to individual issues or simply a lack of discipline. The key lies in a consistent, empathetic, and evidence-based recovery ecosystem: responsive caregivers, an integrated social-emotional curriculum, a fair and restorative institutional culture, and a support network that continues after the child leaves the facility. With such a design, once unstable emotions can be managed, once abstract values become habits, and characters that were once fragile grow toward a more resilient maturity.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The findings of this study highlight the need for LPKA to transform from a control-oriented institution into a trauma-informed recovery ecosystem built on three main pillars. First, institutional policies should standardise social-emotional learning (SEL), restorative justice practices, and evidence-based staff training in emotional regulation and crisis management. Second, rehabilitation practices should be integrated across services through individualised support plans (ISP) that map emotional triggers, behavioural targets, and protective networks, complemented by peer mentoring, religious activities, vocational programs, and engagement with residual parents or guardians. Third, sustainable transition mechanisms (aftercare) should be established, including educational and employment support, community-based networks, and post-reintegration monitoring of emotional, character, and relational indicators. From a scientific perspective, these findings encourage future research using longitudinal designs

and outcome-based program evaluations to enable cross-institutional comparisons and inform more targeted budget allocation.

4.2 Research Contributions

Theoretically, this study synthesises attachment theory, ecological systems theory, and social-emotional learning (SEL) with a restorative justice approach to explain the causal relationship between broken home experiences, emotional regulation, and character development among juveniles in LPKA. Methodologically, it offers a structured monitoring framework through individualised support plans (ISP) that link emotional triggers, behavioural goals, and outcome indicators across three domains: emotional, character, and relational, making it replicable across institutions. Practically and in terms of policy, the findings inform the design of integrated trauma-informed programs incorporating peer mentoring, vocational and religious activities, and aftercare systems, while also providing evidence for staff training, performance-based budgeting, and longitudinal evaluation of rehabilitation effectiveness within the Indonesian context.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study has several limitations that should be acknowledged. The case study design, conducted within a single LPKA and with a limited sample size, limits the generalizability of the findings to other contexts. Much of the data relies on self-reports and researcher observations, which are subject to social desirability and observer bias. Limited access to institutional documents and ethical constraints reduced the depth of exploration of family histories. The absence of a comparison group and random assignment limits causal inference regarding the effects of rehabilitation programs, emotional dynamics, and character development.

Additionally, not all variables were measured with standardised psychometric instruments, and reliability over time was not assessed. Confounding factors such as socioeconomic status, exposure to community violence, psychological comorbidities, and the quality of residual family support were not fully controlled. Finally, the cross-sectional nature (or short-term follow-up) limits understanding of long-term post-rehabilitation outcomes. Therefore, these findings should be further examined through longitudinal, multi-site designs, the use of validated instruments, multi-source data triangulation (juveniles, staff, families), and outcome-based evaluations with comparable control groups.

5.2 Recommendation for Future Research Direction

Future research should adopt multi-site designs across LPKA institutions with longitudinal approaches to map emotional and character development trajectories after rehabilitation. Where ethically feasible, quasi-experimental or randomised controlled trial (RCT) designs should be implemented, particularly when comparing different program interventions, alongside effectiveness, real-world effectiveness, and cost-benefit analyses. Researchers are encouraged to use culturally validated psychometric instruments to measure emotional regulation, aggression, empathy, moral reasoning, and resilience, and to apply multi-informant (juveniles, staff, parents/guardians) and multi-method approaches (structured observation, surveys, in-depth qualitative case studies).

Further studies should include program implementation fidelity measures and apply modern causal analysis techniques (e.g., propensity score matching, difference-in-differences, structural equation modelling/mediation analysis) to examine mechanisms of intervention effects, such as the mediating role of SEL or spiritual support. Important moderating variables, including gender, age, history of violence, socioeconomic status, and residual family support, should also be explored. Additionally, integrating aftercare components and conducting 6–12-month reintegration tracking are essential, along with testing peer mentoring models, vocational projects, and community-based restorative justice approaches. Low-cost digital interventions for daily emotional monitoring may also be considered. Finally, strong ethical frameworks must be in place, including informed consent, privacy protection, secure data linkage (e.g., in education and justice systems), and active involvement of local stakeholders to ensure the relevance of findings for policy and practice in Indonesia.

6. CONCLUSIONS

Juveniles from broken home backgrounds at LPKA Class II Bengkulu exhibit complex and layered emotional dynamics, ranging from deep sadness to outbursts of anger, interspersed with situational happiness when they are

provided with safe spaces to engage in meaningful activities. Non-harmonious family backgrounds disrupt their basic sense of security and hinder the development of emotional regulation, resulting in coping strategies that are often reactive or maladaptive. These findings emphasise that behaviours commonly perceived as “problematic” are often adaptive responses to unstable environments and therefore require empathetic, consistent, and evidence-based rehabilitation approaches.

Existing rehabilitation programs at LPKA, such as counseling, religious activities, sports, and arts have demonstrated initial corrective effects by providing structure, role models, and opportunities for constructive emotional expression. However, their effectiveness increases significantly when integrated within a trauma-informed framework, social-emotional learning (SEL), restorative justice approaches, peer mentoring, and individualised support plans that map emotional triggers, behavioural targets, and progress indicators. Within a warm yet firm and fair institutional culture, such interventions not only stabilise emotional conditions but also foster the internalisation of core character values, including responsibility, honesty, discipline, and empathy.

To ensure that the impact is sustained after release, rehabilitation must be continuous through meaningful aftercare, including educational and employment support, community-based networks, strengthening of residual family support, and periodic monitoring of emotional, character, and relational indicators. Cross-system collaboration involving schools, social services, religious and community leaders, and mental health professionals is essential to facilitate a smooth transition from being “stable inside” to becoming “independent outside.” By positioning juveniles as empowered subjects rather than mere objects of control, LPKA can transform into a recovery-oriented ecosystem that fosters psychological resilience and prosocial character capable of withstanding real-life challenges.

Acknowledgments

The authors express their sincere appreciation to the Juvenile Special Development Institution (LPKA) Class II, Bengkulu City, for granting permission to conduct this study and for supporting the data collection process. Gratitude is also extended to the rehabilitation staff and all participants who generously shared their time, experiences, and perspectives throughout the research process. The authors further acknowledge their affiliated institution for providing academic support and facilities that contributed to the successful completion of this study.

Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Anisa Anggraini: Conceptualization, Writing - Original Draft, Methodology, Performed data collection and Analysis. Zubaidah: Prio Utomo: Conceptualization, Writing - Review & Editing. Conceptualization, Writing - Review & Editing.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors declare that [OpenAI](#) was used in the preparation of this manuscript to provide limited assistance with language editing, grammatical correction, and improvement of the clarity and structure of the writing. The use of this tool was limited to supporting the presentation of the manuscript and did not involve generating or determining the research findings. All aspects of the research, including conceptualisation, data collection, data analysis, interpretation of findings, and formulation of conclusions, were conducted by the authors. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [IJCES GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.”

Conflict of Interest Statement

The authors declare that this research was conducted in the absence of any financial, professional, or personal conflicts of interest that could have influenced the research process or the interpretation of the findings.

Funding Statement

This study was entirely self-funded by the authors. No external financial support or sponsorship was received for the investigation, analysis, or publication of this work.

REFERENCES

- Afridah, M., Rahmawati, I., Zamardah, L., & Salsabila, S. (2022). Kesejahteraan emosional pedagang kaki lima di masa pandemi. *Jurnal Bimbingan Konseling Dan Psikologi*, 2(1), 21-30. <https://jurnal.umbarru.ac.id/index.php/jubikops/article/view/163>
- Ahn, J. N., Hu, D., & Vega, M. (2020). "Do as I do, not as I say": Using social learning theory to unpack the impact of role models on students' outcomes in education. *Social and Personality Psychology Compass*, 14(2), e12517. <https://psycnet.apa.org/doi/10.1111/spc3.12517>
- Aisyah, S. H., Bahiyah, K., Prasetya, B., & Kusumawati, D. (2022). Dampak Psikologi Terhadap Kehidupan Anak Korban Broken Home. *Al-ATHFAL: Jurnal Pendidikan Anak*, 3(2), 75-81. <https://doi.org/10.46773/alathfal.v3i2.485>
- Anarta, F., Fauzi, R. M., & Santoso, M. B. (2023). Dampak Orang Tua Broken Home Terhadap Perilaku Remaja Wanita. *Jurnal Empati*, 13(1), 1-9. <https://doi.org/10.14710/empati.2024.37412>
- Ardilla, A., & Cholid, N. (2021). Pengaruh Broken Home Terhadap Anak. *Studia: Jurnal Hasil Penelitian Mahasiswa*, 6(1), 1-14. <https://doi.org/10.32923/stu.v6i1.1968>
- Arifin, S. (2017). Revitalisasi keluarga sebagai lingkungan pendidikan. *Kariman: Jurnal Pendidikan Keislaman*, 5(1), 1-22. <https://www.jurnal.inkadha.ac.id/index.php/kariman/article/view/40>
- Aristawaty, A., Mashabi, N. A., & Hasanah, U. (2023). Perilaku Anak Korban Perceraian Orang Tua. *Jkkp (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 10(01), 51-62. <https://doi.org/10.21009/JKKP.101.05>
- Asadullah, M. N., & Bhattacharjee, A. (2022). Digital divide or digital provide? Technology, time use, and learning loss during COVID-19. *The Journal of Development Studies*, 58(10), 1934-1957. <https://doi.org/10.1080/00220388.2022.2094253>
- Ashary, Y., & Fatimah, J. M. (2015). Pengendalian perilaku emosional anak TK melalui komunikasi antara guru dengan orang tua di Kec. Biringkanaya kota Makassar. *Jurnal Administrasi Dan Kebijakan Kesehatan Indonesia*, 1(2), 415-434. <https://journal.unhas.ac.id/index.php/kareba/article/view/647>
- Aulia, H. (2024). Upaya Meningkatkan Perkembangan Emosional Peserta Didik Dalam Proses Pembelajaran. *Jurnal Citra Pendidikan*, 4(3), 1960-1967. <https://jurnal.citrabakti.ac.id/index.php/jcp/article/view/3187/1145>
- Bahari, H. F. (2015). Perlindungan Narapidana Anak di Lembaga Pemasyarakatan kelas IIB Jombang. *Recidive: Jurnal Hukum Pidana dan Penanggulangan Kejahatan*, 4(3), 337-344. <https://jurnal.uns.ac.id/recidive/article/view/40748/26858>
- Behrens, K. Y., Jones-Mason, K., & Forslund, T. (2025). John Bowlby's theory of attachment and separation: revisiting his original visions after 50+ years, what we know today, and where to go from here?. *Attachment & Human Development*, 27(5), 657-661. <https://doi.org/10.1080/14616734.2025.2550829>
- Cardoso, J. B. (2018). Running to stand still: Trauma symptoms, coping strategies, and substance use behaviors in unaccompanied migrant youth. *Children and Youth Services Review*, 92, 143-152. <https://psycnet.apa.org/doi/10.1016/j.childyouth.2018.04.018>
- Eriksson, M., Ghazinour, M., & Hammarström, A. (2018). Different uses of Bronfenbrenner's ecological theory in public mental health research: what is their value for guiding public mental health policy and practice?. *Social Theory & Health*, 16(4), 414-433. <https://psycnet.apa.org/doi/10.1057/s41285-018-0065-6>
- Gintulangi, W., Puluhalawa, J., & Ngiu, Z. (2018). Dampak keluarga broken home pada prestasi belajar PKN siswa di SMA Negeri I Tilamuta Kabupaten Boalemo. *Jurnal Pascasarjana*, 2(2), 336-341. <https://ejurnal.pps.ung.ac.id/index.php/JPS/article/view/154/>
- Hall, D. T., & Chandler, D. E. (2005). Psychological success: When the career is a calling. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 26(2), 155-176. <https://doi.org/10.1002/job.301>
- Hasanah, H. (2016). Teknik-teknik observasi (sebuah alternatif metode pengumpulan data kualitatif ilmu-ilmu sosial). *At-taqaddum*, 21-46. <https://doi.org/10.21580/at.v8i1.1163>
- Hasmawati, H. (2019). Tinjauan Yuridis terhadap Hak-Hak Narapidana Lanjut Usia di Lembaga Pemasyarakatan Kelas IIA Kota Palopo. *Journal I La Galigo: Public Administration Journal*, 2(2), 39-44. <https://doi.org/10.35914/ilagaligo.271>

- Karimah, M. A., Musayyadah, M., & Pusparini, D. (2024). Dampak Pola Asuh Otoriter Orang Tua Terhadap Perkembangan Sosial Emosional Anak. *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini*, 6(1), 29-37. <https://doi.org/10.30631/smartkids.v6i1.210>
- Knight, Z. G. (2017). A proposed model of psychodynamic psychotherapy linked to Erik Erikson's eight stages of psychosocial development. *Clinical psychology & psychotherapy*, 24(5), 1047-1058. <https://doi.org/10.1002/cpp.2066>
- Marbun, K. S. (2021). Kesalahan berbahasa pada penulisan media luar ruang di Barus Tapanuli Tengah. *Jurnal Basasasindo*, 1(2), 53-65. <https://jurnal.spada.ipts.ac.id/index.php/basasasindo/article/view/276>
- Marlow, C., Kelsey, C., & Vaish, A. (2023). Cheat to win: Children's judgements of advantageous vs. disadvantageous rule breaking. *Cognitive Development*, 66, 101328. <https://doi.org/10.1016/j.cogdev.2023.101328>
- Meletiadou, E. (2021). Using Padlets as E-Portfolios to Enhance Undergraduate Students' Writing Skills and Motivation. *IAFOR Journal of Education*, 9(5), 67-83. <https://doi.org/10.22492/ije.9.5.04>
- Pasaribu, A. L., & Widodo, T. (2024). Pelaksanaan Pembinaan Anak Berhadapan dengan Hukum Kasus Pengulangan Tindak Pidana di Lembaga Pembinaan Khusus Anak Klas II Kota Pekanbaru. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(12), 13455-13462. <https://doi.org/10.54371/jiip.v7i12.6386>
- Ramdani, C., Miftahudin, U., & Latif, A. (2023). Peran keluarga dalam pendidikan karakter. *Banun: Jurnal Pendidikan Islam Anak Usia Dini*, 1(2), 12-20. <https://journal.albadar.ac.id/index.php/BANUN/article/view/103>
- Risnita, R. (2024). Pendekatan penelitian kuantitatif dan kualitatif serta tahapan penelitian. *Jurnal Genta Mulia*, 15(1), 82-92. <https://ejournal.uncm.ac.id/index.php/gm/article/view/903>
- Setiawan, A. G., & Subroto, M. (2023). Pentingnya Pendidikan di Lembaga Pemasyarakatan untuk Narapidana Anak. *Jurnal Intelektualita: Keislaman, Sosial dan Sains*, 12(02). <https://doi.org/10.19109/intelektualita.v12i002.19620>
- Susanto, D., & Jailani, M. S. (2023). Teknik pemeriksaan keabsahan data dalam penelitian ilmiah. *QOSIM: Jurnal Pendidikan Sosial & Humaniora*, 1(1), 53-61. <https://doi.org/10.61104/jq.v1i1.60>

Article Information

Copyright holder:

© Zubaidah, Z., & Utomo, P. (2026)

First Publication Right:

Indonesian Journal of Character Education Studies

Article info:

DOI: <https://doi.org/10.64420/ijces.v3i1.360>

Word Count: 5688

Publisher's Note:

The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of AEDUCIA and/or the editor(s). AEDUCIA and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.

This Article is licensed under: **CC-BY-SA 4.0**