



The Role of Special Child Development Institutions (LPKA) in the Psychological Rehabilitation of Children from Broken Home Families

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ABSTRACT

Background: Children from broken home families often face significant psychological challenges, including anxiety, depression, low self-esteem, and difficulties in building healthy social relationships. Special Child Development Institutions (LPKA) play a crucial role in addressing these challenges and supporting the psychological rehabilitation of such children. This study was conducted in 2024 at the LPKA in Bengkulu City. **Objective:** This study aims to explore the psychological challenges faced by children, such as anxiety, depression, low self-esteem, and difficulties in building healthy social relationships. The research was conducted in 2024 at the Special Child Development Institution (LPKA) in Bengkulu City. **Method:** This research employed a case study approach. Data were collected through in-depth interviews, participatory observations, and documentation. The data analysis utilized thematic analysis. **Result:** LPKA Bengkulu, as an institution, aims to (1) Provide guidance to children based on restorative justice principles; (2) Ensure the fulfillment of children's rights; (3) Facilitate the reintegration process of children into their family and community environments. **Conclusion:** These children have the potential to improve their psychological well-being and prepare themselves for better reintegration into society. **Contribution:** This study contributes to academic literature on the role of rehabilitation institutions in supporting children's psychological development, particularly from the perspective of interventions for children from broken homes.

KEYWORDS

Special Child Development Institutions (LPKA); Psychological Rehabilitation; Children; Broken Home Families

1. INTRODUCTION

The psychological condition of children born into broken homes has become an increasingly significant topic in child psychology studies. A broken home, characterized by family disharmony due to divorce, separation, or other issues, can have profound psychological impacts on the children involved (Allendorf & Ghimire, 2013). Children

growing up in such unstable family situations often face significant changes in their emotional environment, which may disrupt their personality, emotional, and social development. In this context, the role of the family is pivotal in shaping a child's character, both psychologically and socially. Therefore, understanding the psychological condition of children from broken homes is crucial to helping

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them overcome the emotional challenges they face (Stephens & Aparicio, 2017).

Children from broken homes often experience drastic changes in their family structure. The loss of parental figures, feelings of instability, and conflicts between parents or other family members can lead to prolonged emotional distress (Lovato, 2019). These effects are more pronounced when children lack adequate emotional support from their families (De Figueiredo et al 2021). In many cases, they become more vulnerable to anxiety, depression, and stress. Additionally, these children often struggle with feelings of being undervalued, which can result in diminished self-esteem. Such psychological challenges frequently affect how they interact with others and adapt to their social environments.

Children born into broken homes and residing in Special Child Development Institutions (LPKA) face more complex psychological challenges. LPKA, which functions as a rehabilitation and development center for children involved in legal issues or negative behaviors, often becomes an environment filled with pressure and uncertainty. These children have typically experienced various forms of trauma, both before and during their time at the institution. Such experiences, including abuse, neglect, or feelings of abandonment, can exacerbate their psychological condition, making the rehabilitation process even more difficult (Zortea et al., 2019). They struggle not only with a painful past but also with their inability to cope with these emotions in a restrictive environment (Dvir, 2015).

Children from broken home backgrounds often feel they lack a safe space to share their feelings and experiences (Johnsen et al., 2018). This can lead them to withdraw emotionally or even exhibit self-destructive behaviors, such as violence or other deviant actions (Chan & Lo, 2016). Their experiences of uncertainty and trauma, coupled with the absence of positive authority figures who can provide support, hinder their ability to learn how to adapt to social environments (MacGillivray, 2018). Within LPKA, where they are supposed to receive guidance to reform their behavior, they often find it challenging to trust the system or the people around them. This mistrust further complicates the rehabilitation process and their ability to build healthy relationships in the future.

It is crucial to understand how a broken home background affects the psychological condition of children living in Special Child Development Institutions (LPKA) so that authorities and psychology practitioners can design more effective interventions. Supporting children in these circumstances requires a holistic approach that addresses their behavior and focuses on their emotional and psychological needs. A rehabilitation approach that considers these psychological aspects can help children recover, rebuild their self-esteem, and enhance their ability to form healthy social relationships. Psychological rehabilitation is

vital for children from broken homes to overcome emotional trauma and build a better future (Song et al, 2021). However, awareness, access, and service gaps must be addressed through an integrated approach involving the government, communities, and individuals (Batidzirai et al., 2021). By bridging these gaps, children from broken homes can have a better chance to heal and thrive.

In an ideal situation, children would receive adequate psychological intervention to address the trauma, stress, or sense of loss caused by their unstable family conditions (Rice & Tan, 2017). However, in reality, many parents and communities are unaware of the importance of psychological rehabilitation for children from broken homes. Therefore, it is necessary to design rehabilitation programs specifically tailored for these children, such as group therapy, individual counseling, or social skills training. Collaboration between schools, healthcare institutions, and community organizations is essential to provide a holistic approach to child rehabilitation.

The instability of family dynamics can lead to various psychological problems, with the most common being anxiety, depression, and low self-esteem. These issues significantly impact the social and emotional development of the children and their ability to interact with others, both within and outside the LPKA. Children from problematic family backgrounds often struggle to form healthy relationships with peers or authority figures, which can, in turn, affect their rehabilitation process. Their progress is often hindered by difficulties managing emotions, expressing feelings, and leading more productive lives.

Children from broken home families often face various emotional, social, and psychological challenges that affect their development (Arslanlı et al, 2024). Parental conflicts, divorce, and the absence of stable caregiver figures can lead to emotional disturbances such as anxiety, depression, insecurity, and deviant behavior (Lin, 2018). In some cases, these children become entangled in legal issues due to unsupportive environments, resulting in their need for rehabilitation in Special Child Development Institutions (LPKA).

LPKA plays a crucial role in fostering and rehabilitating children in conflict with the law, including providing psychological support to restore their mental health. In the context of children from broken home families, this support becomes even more significant, as they often require special attention to overcome the trauma they have experienced and to develop adequate social and emotional skills (Dick & Ferguson, 2015).

However, the effectiveness of LPKA in providing psychological rehabilitation for children from broken-home families is not yet fully understood. Several factors, such as the programs offered, the rehabilitation approaches employed, and the involvement of families and communities,

play a significant role in the success of these children's recovery process (Goodman et al., 2020).

This study aims to gain a deeper understanding of the role of LPKA in the psychological rehabilitation of children from broken-home families. It focuses on identifying the programs, approaches, and strategies implemented by LPKA and evaluating their impact on the psychological recovery of children. Additionally, the study seeks to explore the challenges faced by LPKA in supporting children with broken home backgrounds.

Through this research, it is expected to contribute to the development of more effective and needs-based policies and rehabilitation programs at LPKA. Furthermore, this study aims to provide insights for relevant stakeholders, including the government, society, and families, to support the rehabilitation and reintegration process of these children into their social environments.

2. METHOD

2.1 Research Design

This study employs a qualitative research approach with a case study design. This approach was chosen to gain an in-depth understanding of the psychological rehabilitation process for children from broken homes residing in the Special Child Development Institution (LPKA) in Bengkulu City. A case study allows researchers to explore phenomena in detail and provides a holistic view of the challenges and successes of rehabilitation at LPKA.

The study adopts a single case study design, focusing on individuals or groups of children from broken homes undergoing psychological rehabilitation at LPKA Bengkulu City. Data for this research are gathered from multiple sources, involving various stakeholders in the rehabilitation process, such as LPKA staff, psychologists, and the children receiving rehabilitation.

2.2 Research Subjects

This study was conducted in 2024 at the Special Child Development Institution (LPKA) in Bengkulu City, which handles children involved in legal cases or requiring special guidance, including those from broken homes.

The research subjects comprise two main groups (1) Children undergoing psychological rehabilitation at LPKA Bengkulu City who come from broken homes; (2) LPKA staff (including psychologists, counselors, and mentors) are involved in the psychological rehabilitation programs at the institution.

2.3 Data Collection

Data collection process using:

(1) In-Depth Interviews

Researchers conducted in-depth interviews with children in the rehabilitation program and LPKA staff. These interviews aimed to explore their experiences, perceptions, and the challenges faced during the psychological rehabilitation process. Interviews with LPKA staff focused on understanding the rehabilitation procedures and methods used to address children from broken homes.

(2) Participatory Observation

Researchers participated in rehabilitation activities to directly observe interactions between children and their mentors and the dynamics of the psychological rehabilitation process. Observations were conducted in rehabilitation spaces and other activities related to child development.

(3) Documentation

Secondary data were collected from documents or archives available at LPKA, such as children's rehabilitation records, psychological reports, and documentation of rehabilitation programs conducted.

2.4 Data Analysis

The collected data were analyzed using thematic analysis, following these steps (1) Transcribing interviews and observation notes; (2) coding data based on themes relevant to the research objectives; (3) Developing key themes that reflect the psychological rehabilitation process for children from broken homes; (4) Interpreting the analysis results to answer the research questions.

2.5 Data Validity

This study used data triangulation to ensure data validity by comparing information obtained from interviews, observations, and documentation. Additionally, member checking was performed by seeking feedback from informants on preliminary findings to ensure the researchers' interpretations aligned with their experiences.

3. RESULT AND DISCUSSION

3.1 Result

The Special Child Development Institution (LPKA) is a technical implementation unit under the Directorate General of Corrections, Ministry of Law and Human Rights of the Republic of Indonesia. LPKA is specifically tasked with providing guidance and rehabilitation for children in conflict with the law (ABH) who have received court rulings.

The primary responsibilities of LPKA include delivering guidance and mentoring to children in conflict with the law to facilitate their reintegration into society.

The functions of LPKA are as follows (1) Providing formal and non-formal education services; (2) Conducting mental, spiritual, and personality development programs;

(3) Offering vocational training to equip children with skills for independence.

LPKA Bengkulu, located in Bengkulu Province, is one of the LPKAs in Indonesia. Its objectives are (1) Guiding children through a restorative justice approach; (2) Ensuring children's rights, such as education, healthcare, and moral development, are fulfilled; (3) Assisting in the reintegration of children into their families and communities.

The urgency of the LPKA lies in its role as a government-established institution to manage and rehabilitate children involved in criminal acts. LPKA serves as a specialized rehabilitation center for children in conflict with the law, aiming to reintegrate them into society as better and more responsible individuals. Unlike adult correctional facilities, LPKAs emphasize a rehabilitative approach based on character-building and psychological development.

Programs at LPKA are designed to help children overcome trauma, improve their behavior, and provide them with life skills to use upon returning to society.

LPKA operations prioritize child protection principles that align with international laws and national regulations safeguarding children's rights. The institution offers various services, including education, vocational training, psychological counseling, religious activities, and social programs to facilitate children's holistic growth and development.

Children placed in LPKA are not merely punished for their offenses but are also allowed to undergo rehabilitation processes that can help them reform. The guidance at LPKA focuses on character recovery and development, emphasizing values such as responsibility, honesty, and social care.

The rehabilitation success at LPKA depends on several factors, including the quality of programs implemented, family involvement, and community support. Children from challenging backgrounds, such as broken homes or unsupportive environments, often face greater barriers to rehabilitation.

For this reason, LPKA must adopt an approach sensitive to children's psychological and emotional conditions. In the rehabilitation process, it should involve stakeholders, such as psychologists, counselors, and parents or guardians.

With an appropriate approach, LPKA can function as an institution that enforces accountability and provides children with opportunities to transform and develop into better individuals. It prepares them to contribute positively to society upon leaving the institution.

3.2. Discussion

(1) *Psychological Impact of Broken Home Families on the Emotional Development of Children in LPKA*

Children born into broken home families often face significant emotional challenges, particularly when they have to adapt to a new, uncertain environment such as a LPKA. A broken home involving divorce or parental separation leaves a deep psychological impact on children, especially regarding their sense of safety and emotional stability. When parents separate, children often feel abandoned and confused about their family identity (Macfie et al., 2015). They may experience uncertainty about the future and feel isolated, which contributes to heightened anxiety and depression. The loss of parental figures, usually perceived as sources of safety and support, forces these children to struggle to find emotional balance in their lives (Stokkebekk et al., 2019).

Feelings of abandonment are one of the primary psychological effects experienced by children from broken-home families. When parents separate, children often feel they have lost the affection they once received in an intact family structure. Even though parents may try to maintain a relationship with their children, the instability caused by the separation often makes children feel neglected or entirely disregarded. These feelings can persist into their time in LPKA, where they struggle to form healthy emotional connections with staff, peers, or other authority figures. These children often become more withdrawn, find it difficult to trust others and feel unworthy of attention or affection, which hinders their emotional development (Kelly & Dupasquier, 2016).

Anxiety is another common psychological issue experienced by children from broken home families, especially those in LPKA. This anxiety may manifest as fear about the future, uncertainty regarding family relationships, and how others react to their behavior. The structured and often restrictive environment of an LPKA exacerbates these feelings of anxiety. Children feel trapped in a situation they did not choose and find it hard to express their feelings because they don't believe there is a safe place to speak out. If not properly addressed, this anxiety can develop into more serious psychological disorders, such as social anxiety or even depression.

Depression is another psychological effect commonly faced by children from broken-home families (Falculan et al., 2019). Parental separation and the uncertainty of life in LPKA often lead children to feel hopeless, unappreciated, and as though there is no hope for a better future. They tend to feel emotionally and socially isolated and often feel as though they have no control over their lives. In LPKA, where they are separated from familiar family and social environments, feelings of loneliness and helplessness are intensified. This depression may manifest in behavioral changes, such as withdrawal from social interactions, loss of interest in previously enjoyed activities, or even self-destructive behaviors.

Children from broken-home families in LPKA often struggle to build healthy emotional relationships with others. Being exposed to instability and conflict within their families, they find it difficult to trust others or form stable relationships. In LPKA, they may be skeptical of the intentions of staff or peers and often view interpersonal relationships as threats rather than sources of support. This disruption in social relationships can impede their rehabilitation process, as rehabilitation in LPKA requires active involvement in social activities and cooperation with fellow residents and staff. Without the ability to build healthy relationships, these children struggle to grow emotionally and socially, which affects their ability to adapt to society once they leave LPKA.

The rehabilitation process for children from broken home families in LPKA requires an approach sensitive to their emotional and psychological needs. Rehabilitation that fails to consider the emotional backgrounds of these children risks being ineffective in fostering positive change. Therefore, LPKA must provide appropriate psychological support, including individual and group counseling, to help children cope with anxiety, depression, and feelings of abandonment. Additionally, programs focused on building self-esteem and social skills are essential to help these children form healthy relationships and improve their emotional quality. With a holistic approach and continuous support, children from broken home families in LPKA can have the opportunity to heal and grow into better individuals, ready to reintegrate into society.

Broken home families, caused by divorce, parental conflict, or the absence of one parent, have a significant impact on a child's emotional development (Khalili et al., 2024). Children from such backgrounds often experience feelings of loss, loneliness, insecurity, and deep emotional trauma (Liddell et al., 2022). When they become involved in legal issues and are placed in Special Child Development Institutions (LPKA), these emotional challenges are often exacerbated by the unfamiliar and rehabilitative environment.

In LPKA, a rehabilitation approach focused on emotional recovery is crucial to support children from broken home families. Programs such as psychological counseling, social skills training, and group-based activities can help them cope with trauma, boost self-confidence, and restore emotional stability. Consistent support from caregivers, counselors, and family members facilitates this process.

By gaining a deeper understanding of the psychological impact of broken home families, LPKA can design more targeted programs to address the emotional needs of these children, enabling them to recover and reintegrate into society more effectively.

(2) *The Role of the LPKA Environment in Supporting the Psychological Rehabilitation of Children from Broken Home Families*

The environment of a LPKA plays a crucial role in supporting the psychological rehabilitation of children, especially those from broken home families. Children who are separated from their families and placed in LPKA often carry heavy emotional and psychological burdens, including feelings of abandonment, anxiety, and trauma resulting from instability in their home lives. Therefore, the LPKA environment must provide a safe space that supports their recovery process. One of the main ways LPKA helps these children is through psychological interventions designed to address trauma and rebuild their emotional stability.

Psychological interventions at LPKA typically include individual and group counseling facilitated by experienced psychologists and counselors. These counseling sessions aim to help children express their emotions and deal with anxiety, depression, and feelings of abandonment they may be experiencing. Children from broken-home families often find it difficult to talk about their traumatic experiences (Suyanto et al., 2019). Still, with counseling, they can recognize and manage their emotions in a safer environment (Czamanski-Cohen & Weihs, 2016). Cognitive and behavioral therapy approaches are commonly used to help these children change negative thought patterns they have about themselves and their relationships with others, which are often a result of past negative experiences (Prayogi et al., 2023).

In addition to counseling, LPKA also provides skills training as part of the rehabilitation process. These skill development programs are crucial for helping children from broken home families build self-confidence and acquire practical skills they can use in daily life after leaving LPKA. Communication, time management, and social skills are taught to enhance their ability to interact with others and increase their chances for success in society (Tseng et al., 2019). Additionally, technical skills such as carpentry, culinary arts, or other vocational training are provided to give these children expertise that could improve their economic well-being in the future while also helping them build responsibility and self-esteem (Wignal et al., 2023).

Social activities are also an integral part of psychological rehabilitation at LPKA. Children raised in broken home families often struggle to build healthy social relationships due to the instability and conflict they experience at home (Schmitz & Tyler, 2016). Therefore, social activities that involve teamwork, communication, and empathy development are essential in helping them learn how to interact positively with others. At LPKA, children are involved in various group activities, such as team games, discussions, and collaborative projects, to improve

their social skills. Through interaction with peers who are also undergoing rehabilitation, these children can learn to support and understand one another, as well as overcome their anxiety and fears about building healthy relationships (Sun et al., 2016).

Education at LPKA also plays a significant role in supporting the psychological rehabilitation of these children. Education at LPKA is not solely focused on academic instruction but also on character development and life skills that support the healing process. Through education, children from broken home families can shift their perspectives on the future and gain a clearer sense of purpose. Lessons that address moral and ethical aspects are also important in fostering self-awareness and social values that will help these children reintegrate into society after completing their time in the institution (Fortes et al., 2022). LPKA helps these children prepare for a better, more directed life beyond the facility by providing them with useful knowledge and skills.

The role of the LPKA environment in the psychological rehabilitation of children from broken-home families is not limited to the programs within the institution but also involves support from their families and the community. Although these children are separated from their families while in LPKA, involving parents or guardians in the rehabilitation process is essential for supporting positive change. Family involvement in family counseling or group therapy sessions can help repair broken family relationships and provide the necessary support when the children return home. Additionally, collaboration with social institutions that offer support after the children leave LPKA is critical to ensure they can successfully reintegrate into society. With a comprehensive approach involving various parties, LPKA can serve not only as a place of detention but also as an institution that allows children to heal their emotional wounds and begin a new chapter in their lives.

The environment in Special Child Development Institutions (LPKA) plays a crucial role in supporting the psychological rehabilitation of children from broken home families. A safe, supportive, and recovery-oriented environment can help children overcome the emotional and social trauma caused by family conflicts, divorce, or the absence of stable caregivers (Barker & Vigod, 2020).

A holistically designed LPKA environment is essential in facilitating the psychological rehabilitation of children from broken home families. By creating a supportive atmosphere and implementing recovery-focused programs, LPKA can help these children address their trauma, rebuild self-confidence, and develop the skills needed to lead healthier and more productive lives.

(3) *The Relationship Between Self-Esteem and Social Behavior of Children in LPKA from Broken Home Families*

Self-esteem refers to an individual's perception of their worth, encompassing self-respect and feeling accepted and valued by others. For children born into broken home families, self-esteem issues are often complex. Divorce or parental separation can lead to feelings of insecurity, abandonment, and unworthiness, which, in turn, damage their self-esteem. These children often feel that they are not good enough or deserving of love and attention, whether from their parents or others. The emotional instability they experience at home greatly impacts how they view themselves and shapes their social behavior in other environments, including within the LPKA.

Low self-esteem in children from broken-home families can directly affect their social behavior. Children with low self-esteem tend to lack confidence and have difficulty interacting positively with peers or authority figures in LPKA. They may withdraw from social interactions because they feel undervalued or fear rejection. Deep shame and inadequacy make them reluctant to participate in group activities or publicly speak. When children feel worthless or unwanted, they may isolate themselves from the group, which worsens their psychological condition and hinders their rehabilitation process at LPKA.

Low self-esteem can also lead to aggressive behavior as a form of self-defense. Children who feel powerless or humiliated may exhibit aggressive behavior to mask their insecurity or seek attention from others. They may respond to social interactions in a more defensive or hostile manner because they feel physically and emotionally threatened. This behavior often serves as an outlet for expressing pain and frustration stemming from past traumatic experiences. In the context of LPKA, aggressive behavior can contribute to conflicts with peers or staff, further damaging their social relationships and prolonging their rehabilitation process.

Low self-esteem frequently impedes children's ability to build healthy social relationships. They may struggle to trust others, feel unworthy of acceptance within social groups, or fear rejection. Children who feel undervalued tend to avoid interactions with others because they believe they will never be accepted. As a result, they may fail to develop the necessary social skills to function effectively in social environments (Rahmawati et al., 2024). Skills such as sharing, communicating well, and cooperating within a group become difficult for children with low self-esteem, which in turn exacerbates their social isolation both within and outside of LPKA.

The rehabilitation provided at LPKA plays a crucial role in helping children with low self-esteem improve their self-perception and build healthier social relationships. Through psychological counseling, children are given a space to address the anxiety and depression related to their family experiences. Rehabilitation programs at LPKA are also designed to enhance social skills and improve self-

esteem. Group activities that involve cooperation and mutual support, such as team games, discussions, and collaborative projects, can help children feel accepted and valued by their peers. When children feel accepted within a group, they build self-confidence and self-worth, improving their social relationships (Rizzi et al., 2020).

Positive relationships with staff at LPKA are also vital in boosting children's self-esteem. When staff members or facilitators show care and empathy toward the children's feelings and provide praise for their efforts and achievements, it can help children feel more valued. Positive feedback and nurturing guidance help children understand that they deserve recognition and affection, which contributes to improving their self-esteem. With improved self-esteem, children become more confident interacting with others and more capable of building healthy and constructive social relationships. Effective rehabilitation at LPKA can accelerate their recovery process and better prepare them for reintegration into society once they leave the institution.

Self-esteem is an important aspect of children's psychological development that influences how they view themselves, interact with others, and respond to various social situations (Krauss et al., 2020). Children from broken homes who are in Special Development Institutions (LPKA) often face major challenges with their self-esteem. Factors such as family conflict, divorce, and emotional instability can lead to low self-esteem, which impacts their social behavior (Fowler et al., 2015).

Self-esteem has a close relationship with the social behavior of children in LPKA, especially for those who come from broken home families. Efforts to improve self-esteem through holistic rehabilitation programs, psychological support, and a supportive environment can help these children develop better social behavior. Thus, they can adapt to the LPKA environment and prepare for more successful social reintegration.

(4) Effective Rehabilitation Strategies for Children from Broken Home Families in LPKA

Children from broken home families often face various psychological issues, such as anxiety, depression, and low self-esteem, which can impact their rehabilitation process in LPKA. Therefore, effective rehabilitation strategies must be designed with careful attention to these children's emotional and psychological conditions. One approach that has proven effective is the use of a compassion-based approach. Children growing up in unstable or conflict-filled homes often feel unloved or unappreciated. This compassion-based approach involves offering full attention, empathy, and respect for the children's feelings and needs. LPKA staff and counselors can establish posi-

tive relationships with these children by showing genuine care and enhancing their security and self-confidence.

Consistent and ongoing emotional support is essential in helping children from broken-home families. These children often feel neglected or receive inadequate attention at home, making it crucial for them to be in an environment filled with care and positive reinforcement. The emotional support provided by staff at LPKA, both through individual and group counseling, helps children express their feelings and process the traumatic experiences they've gone through. Through this support, children can learn to recognize and manage their emotions in healthier ways. Additionally, emotional support helps them feel more valued and recognized, which is key to restoring their self-esteem (Li et al., 2018).

Family involvement in the rehabilitation process is also critically important. Even though children are in LPKA, their relationship with their families remains a key factor in the success of their rehabilitation. Therefore, involving families in various programs available at LPKA, such as family counseling or therapy sessions, is important. In these sessions, families can learn to identify the dynamics that caused instability at home and how to improve relationships within the family. Engaging families in the rehabilitation process provides children with a greater sense of support, knowing that the changes they are undergoing are for themselves and to improve their relationships with their families (Luker et al., 2017).

Community involvement is equally important in supporting the rehabilitation process of children in LPKA. A more open and supportive community of children who have undergone rehabilitation can help accelerate their reintegration into broader social life. LPKA can collaborate with local social organizations or communities to provide opportunities for children to interact positively with society, such as through volunteer activities or self-development programs. Through healthy social interactions outside LPKA, children can learn how to build more constructive relationships and feel accepted by society, helping them overcome the isolation and abandonment they often experience as children from broken home families.

In addition to the compassion-based approach and emotional support, rehabilitation in LPKA should also include the development of relevant life skills to help children prepare for life after leaving the institution. Skill-building programs that include social skills, communication, time management, and teamwork abilities are essential in equipping children with practical skills they can use daily (Columna et al., 2024). Children from broken home families often have underdeveloped social skills (Düşek & Ayhan, 2014), so rehabilitation programs help them learn how to interact better, build self-confidence, and prepare

them for a more stable and independent life once they return to society.

Despite the effectiveness of these approaches, challenges remain in designing and implementing rehabilitation strategies that meet the needs of children from broken-home families. One of the main challenges is the diversity of backgrounds and traumatic experiences each child brings. Every child responds to interventions differently, and what works for one child may not be effective for another. Therefore, LPKA must develop a more individualized and flexible approach that can be adapted to each child's unique needs. Another challenge often faced is limited resources, such as facilities, expert staff, and available time for the rehabilitation process. Nevertheless, by using a compassion-based approach, involving families, and focusing on life skill development, rehabilitation strategies at LPKA can make a significant positive impact on the psychological recovery of children from broken home families.

Children from broken homes in LPKA require a tailored rehabilitation approach to address emotional trauma, improve self-esteem, and rebuild social skills. An effective rehabilitation strategy for children from broken homes in LPKA should be holistic, encompassing psychological support, skills development, and family and community involvement. With a structured and recovery-focused approach, these children can overcome their trauma, improve their quality of life, and build a better future.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Implication

This research can be a foundation for the government and policymakers in designing a comprehensive psychological rehabilitation program for children from broken homes. This includes integrating psychological and counseling services into LPKA activities. This research provides insights to the community on the important role of LPKA in helping children who are psychologically traumatized by a non-conducive family environment. This can promote collaboration between the community, families, and LPKA.

4.2 Contribution

This study contributes to the academic literature regarding the role of rehabilitation institutions in supporting children's psychological development, particularly from the perspective of interventions for children from broken homes. The findings of this study may encourage the revision or strengthening of legal policies relating to child protection, particularly for children under the supervision of LPKA.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Limitations

The limitations of research on the topic of The Role of Special Child Development Institutions (LPKA) in the Psychological Rehabilitation of Children from Broken Home Families may include several aspects, including Diverse individual characteristics of children, such as age, gender, and trauma background, may affect research results and limit generalizability. Difficulty measuring the long-term impact of rehabilitation due to limited research time. Limited support from relevant institutions in providing access to research data or facilities.

5.2 Recommendations for Future Research Directions

Future research could benefit from conducting longitudinal studies that track the psychological and emotional recovery of children from broken home families within LPKA over extended periods. This approach would allow for a more comprehensive understanding of how various rehabilitation interventions influence long-term mental health outcomes, such as anxiety, depression, and self-esteem. By assessing children at multiple points during and after their rehabilitation, researchers can identify key factors that contribute to sustained psychological healing and successful reintegration into society.

6. CONCLUSION

Children from broken home families who are placed in Special Child Development Institutions (LPKA) face a range of complex psychological challenges, including anxiety, depression, low self-esteem, and difficulties in building healthy social relationships. Childhood experiences marked by uncertainty and emotional trauma can hinder their rehabilitation process. However, with the right rehabilitation, compassion-based approaches, consistent emotional support, and family and community involvement, children can improve their psychological well-being and better prepare for reintegration into society.

The importance of a compassion-based approach and consistent emotional support in the rehabilitation of children at LPKA cannot be overstated. These methods help foster a sense of security and confidence, boosting their self-esteem. Family involvement in the rehabilitation process has also proven effective, as children can feel direct support from their families during their recovery journey. Meanwhile, collaboration with the community provides opportunities for children to develop essential social skills needed to form healthy relationships outside LPKA, which accelerates their reintegration process.

Although challenges exist in designing interventions tailored to the individual needs of each child, especially given the diversity of backgrounds and traumatic expe-

riences they have endured, a flexible and individualized approach can help overcome these barriers. Rehabilitation programs that include life skills training and social development are crucial in equipping children with the tools to lead a more stable and independent life after leaving LPKA. With effective rehabilitation strategies, children from broken home families at LPKA can be allowed to grow and develop into healthier emotional and social individuals.

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CRedit Authorship Contribution Statement

All authors discussed the results and contributed to the final manuscript. ZB: Conceptualization, Writing - Original Draft and Methodology. JH: Data Analysis and Interpretation, DHP: Writing - Review & Editing. AA: Conceptualization. IB: Conceptualization

Conflict of Interest Statement

The authors declared that they have no competing interests with respect to the research, authorship, and/or publication that might have influenced the performance or presentation of the work described in this article.

Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiality of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines

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