

Empowerment of Broken Home Adolescents in the Hamur Inspiration Community (HIC)

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ABSTRACT: Many broken home adolescents have the wrong relationship to fall into promiscuity, abuse drugs, and commit delinquency. Therefore, stereotypes emerge among the community that broken home adolescents have a bleak future. This condition makes them marginalized because of their weak psychological position. Hamur Inspiration Community (HIC), based in Yogyakarta, Indonesia, focuses on the self-development of broken home adolescents. This community carries out many positive activities that can be viewed as empowerment activities. This study aims to determine the empowerment model for broken home adolescents. The research design is a case study with a constructivist paradigm. Data collection was done by observation, interview, and Focus Group Discussion were triangulated to obtain saturation data. Responses were transcribed, coded, and analyzed using Miles and Huberman's interactive model. Positive Youth Development consists of competence, self-confidence, character, connection, caring, and contribution as a reference model for empowering broken home adolescents in HIC. The empowerment of broken home adolescents is one way to challenge societal stereotypes. This research implies that broken home adolescents have the opportunity to be empowered so that they can become superior and achievers. It is recommended that further studies would be conducted on testing the effectiveness of several youth empowerment models based on the personal characteristics of broken home adolescents.

KEYWORDS: *broken home, adolescent, stereotypes, social movement, empowerment model*

I. INTRODUCTION

A broken home is a family or household where one of the parents (father or mother) is absent due to death, divorce, or because one of the parents has left the family[1]. Meanwhile, the term "broken home" is used to describe a not harmonious family and does not work like a pleasant and prosperous family due to frequent conflicts that cause quarrels and lead to separation[2]. Thus, a broken home is a condition of loss of family attention or lack of affection from parents due to divorce, death, and family disharmony.

The effect of family structure change on children who live in single-parent households or who have undergone parental divorce tends to jeopardize educational outcomes, complicate the transition to adulthood, and lead to risky and delinquent behavior[3] [4]. Family structure and delinquency have been widely researched in some different fields. In general, evidence indicates that parental divorce is associated with a range of adverse outcomes, including psychological distress, decreased mental health, lowered academic performance and achievement, and increased participation in juvenile delinquency. Family structure and delinquency have been widely researched in several different fields. In general, evidence indicates that parental divorce is associated with a range of adverse outcomes, including psychological distress, decreased mental health, lowered academic performance and achievement, and increased participation in juvenile delinquency[5][6].

Broken home adolescents often receive negative stereotypes from society. Many people think they are naughty, brutal, and uncontrollable because they don't get enough attention and affection from their parents. The Indonesian Child Protection Commission (KPAI) stated that most children who become criminals come from broken home families. This condition further reinforces the stereotype of society towards broken home adolescents. A stereotype is an oversimplified description of an individual or group of people, organization, design, or event; to stereotype is to construct, force into narrow meaning slots that allow for slight adjustment or improvement[7]. The stereotypes given to broken home adolescents will trigger them to develop identities or

behaviors that are in linewith these stereotypes. This fact follows Becker's labeling theory [8]which states that individuals form an identity and behavior based on how others mark them.

The Hamur Inspiration Community (HIC), based in Yogyakarta, is a social movement initiated by Gadjah Mada University (UGM) students in 2015 and aims to save the future of Indonesia's broken home youth. Based on BPS data, the number of adolescents in Indonesia in 2020 is 78.6 million, or 30.9% of the total national population. According to the Population and Family Planning Board records, more than 170,000 adolescents come from disharmonious families who form communities to provide mutual support. This number is tiny compared to the number of Indonesian teenagers who come from divorced Muslim families. The Director-General of IslamicCommunity Development, Ministry of Religion (2020) noted that an average of 300 thousand divorces occurs annually in Indonesia. Meanwhile, the number of broken home teenagers from non-Muslim families who divorced in district courts and families where oneparent died, and the family is not harmonious is challenging to obtain data. It is predicted that the number will reach more than one million.

HIC is seen as a new social movement. The basis for the movement's formation is focused on identity [9] and [10] namely identity as a broken home adolescent. According to an empowerment perspective, the social movement carried out by HIC is an effort to increase the capacity of broken home adolescents to become quality human resources so that they have the potential to become human capital for development. This activity is done through empowerment activities in mental strengthening and self-development in inspiration classes, training, seminars, and talk shows. Empowerment is about liberating oppressed people through participatory programs targeted at building resilience[11]. The empowerment of broken home adolescents is categorized as youth empowerment. Most theoretical models on youth empowerment use the concept of Positive Youth Development (PYD). The PYD concept views adolescents as having the potential to succeed, develop healthily, and have the capacity to develop positively[12]. The PYD model describes five competencies that promote youth development health: competence, self-confidence, character, connection, and care[13] [14]. In recent years, a sixth C has been added, i.e., contribution [15]

Broken home adolescents need to get a support system to challenge the stereotypes of society and develop their potential as successful youths in their lives. HIC can apply PYD to help them. Previous research has shown that empowerment of adolescents as human resource development uses an economic perspective and is carried out by the government through corporate Human Resource Development[16] In Indonesia, empowerment by peer groups is aimed at disseminating accurate reproductive health information. Implementing activities includes presenting information on adolescent reproductive health through a leader, educating and mentoring peer groups on conducting mini-counseling sessions[17]. No research has yet focused on empowering broken home adolescents, even though the psychological effects of broken home conditions can damage the future of broken home adolescents. On the other hand, broken home adolescents have the potential to be developed into quality human resources.

This study's objective was to provide an alternative model of empowering broken home adolescents through social movements run by HIC. The study focused on reporting authentic approaches and addressing attitudes toward empowerment among HIC in the sense of broken home adolescents. The research employed a case study approach to illustrate the tactics, practices, and accomplishments of HIC. The study would support the population of broken home adolescents, local government, non-governmental organizations devoted to youth concerns, educators, and future studies.

II. OBJECTIVES OF THE STUDY

The study aimed to explore the broken home adolescent empowerment model in HIC. Specifically, the study aimed to determine the component of PYD owned by broken home adolescents, members of HIC, obtained from the empowerment activities carried out by HIC.

III. METHODOLOGY

Materials and Methods

The study involved using the case study approach to understand broken home adolescents and empowerment models for broken home adolescents. A case study is a description and in-depth analysis of a bounded system[18]. HIC is seen as a fixed system, which is a system that does not stand alone but involves other parts that work in an integrative and patterned manner. Purposive sampling was used to select the 25 participants required for the study. The participants involved met the following selection criteria: 1) Founder of HIC, 2) Chairman of HIC, 3) HIC administrators 4) HIC members based on broken home backgrounds caused by parental divorce, disharmonious family parents, and one parent died with Minimum membership period of one year and 5) Individuals or communities who have done activities with HIC in the form of mental strengthening and self-development with a background in parenting, psychology, and academics.

Table 1. Informans of the Study

Informant	Amount
Founder of HIC	1
Chairman of HIC	1
HIC board	4
HIC members from divorced families	5
HIC members from unharmonious families	5
HIC member from a family where one parent died	5
Individuals and Communities who have done activities with HIC	4

Data Gathering Procedures

First, the researcher asks for permission to join the HIC Line group and follow Hamurinspiring's Instagram to know the activities that HIC is doing. Afterward, the researcher will be an observer of the activities carried out by HIC to know the types and methods of implementing activities. In-depth interviews and focus group discussions were conducted with the founders, chairpersons, administrators, and members of HIC. Meanwhile, individuals and communities who have collaborated with HIC in the implementation of self-development and mental strengthening activities were conducted in-depth interviews.

Data Analysis

The data were analyzed and interpreted using the interactive framework proposed by Miles and Hubberman [19]. Significant sentences, formulated meanings, and emerging themes were all retrieved verbatim from the transcript. The themes were obtained, transcripts were read, and a reduction process was done. Presentation of data is shown in the form of narrative text, tables, and pictures. Verification is carried out by reviewing field notes and discussing with partners who understand the case.

IV. RESULTS AND DISCUSSIONS

The six components of PYD competence will be matched with the characteristics of broken home adolescents who are members of HIC. It is assumed that all HIC members have participated in the self-development and mental strengthening activities, which are the empowerment activities for broken home adolescents. Each competency of the PYD component was stated narratively by the informant.

Table 2. Six PYD Competencies

Num	Competencies
1. Competence	: A favorable appraisal of one's behavior in the social, academic, cognitive, and skill area.
2. Confidence	: Positivity about one's self-esteem and independence on the inside.
3. Character	: Commitment to social and cultural norms, understanding of proper behavior, and integrity
4. Connection	: Positive relationships with friends, family, school, and the community.
5. Caring	: Sympathy and empathy for others.
6. Contribution	: Incorporating behaviors in the community and society that demonstrate the other five competencies (5Cs).

1. Competence: A favorable appraisal of one's behavior in the social, academic, cognitive, and skill areas.

Members of the HIC possess superior abilities in the social, academic, and skill areas. In the social sphere, this is demonstrated by engagement and collaboration with other groups to coordinate events, such as collaboration with the Broken Home Yogya community to commemorate national children's day and collaboration with the Single Mom Indonesia (SMI) community to organize a seminar on "Breaking the Stigma: Divorce from the Parents and Children's Perspective." Meanwhile, another social action in their social lives is their capacity to adapt to a new world following their continuity of education in Yogyakarta.

Academic competence is shown by the large number of HIC participants studying at UGM, Indonesia's best campus. Numerous students were admitted via the invitation route due to their outstanding accomplishments and potential to graduate cum laude. Academic competence is also important, and something that the founders of HIC have always emphasized. The HIC inspiring class activities centered on the theme Let's Be A High Achiever, as well as the achievement motivation class taught by excellent Hamur participants, inspire students to succeed academically. Informant 5 enrolled in the test route at the Faculty of Geology UGM has the following view.

Regardless of my circumstances, whether a broken home exists or not, I must be competitive in both academic and non-academic fields.

Meanwhile, informant 6, who joined UGM on an invitation from the Faculty of Agriculture's Department of Agronomy and graduated cumlaude, described her experience as follows:

Because I come from a broken home and was labelled a bad boy, I attempted to demonstrate that I could succeed. I studied diligently in order to gain admission to UGM. The public can understand that I possess academic ability comparable to that of children from intact families.

Numerous members have demonstrated competence in the skills field by devoting time to studying and mastering new skills, such as graphic design and the Python programming language. Meanwhile, the skills acquired through HIC-sponsored training include writing and public speaking. The writing abilities of HIC participants can be seen in their contributions to the hamurmenginspirasi. blogspot. co.id. One of the HIC administrators mentioned that the members' papers will be preserved and that they are currently searching for a publisher willing to collaborate. Public speaking skills are honed at HIC workshops and talk shows featuring HIC participants as presenters.

These results suggest that HIC members possess social, academic, and skill-related competencies. Competence in the social sector can be shown by selfless acts of kindness such as volunteering and visits to offer moral support to the less fortunate. They worked tirelessly and diligently, ignoring the adversities they faced as broken home teenagers, and achieved academic success. Competence in a field of skills can be acquired by HIC preparation and the effort of participants to self-learn specific skills that concern them.

2. Confidence : Positivity about one's self-esteem and independence on the inside.

The program, that takes the form of an inspiring class with the themes of self-healing, self-acceptance, and "I Have to Move Forward," intends to inspire adolescents of broken homes to have self-acceptance and to be optimistic about life despite their numerous difficulties. According to the speaker from Pijar Psikologi, a psychological consultation service established by UGM students, accepting the condition of a broken home adolescent results in an indirect self-healing process. After successfully completing the self-healing procedure, determining the next step in overflowing life as a broken home adolescent would be easier.

Self-esteem refers to the extent to which the individual considers himself as a capable, meaningful, significant, and competent person. After joining HIC, the broken home adolescents establish a positive sense of self-worth. Informant 3 with ADHD (attention deficit hyperactivity disorder) shared his experiences with maintaining a positive self-esteem.

My family always referred to me as strange and mentally ill. My father considered me to be a moron and an idiot, constantly comparing me to my other cousins. I was often looked down upon and ignored as worthless. Now I can demonstrate that I am capable of graphic design and excel at sports, specifically martial arts. Additionally, I graduated from UGM with a degree in agricultural technology.

Almost all HIC participants demonstrated positive independence. Informant 2, who comes from a disharmonious family due to his father's lack of economic responsibility and frequent absences, demonstrates a high level of independence. Apart from studying, he also works in a cafe in Yogyakarta to make ends meet. Even the other members of the HIC run a business selling ornamental fish and teaching children tae kwon do. Informant 4 stated as follows:

I'm obligated to assist my family's economy after my parents' divorce. My mother's catering business did not always result in positive outcomes, and she relied on my assistance to meet her everyday needs.

HIC participants, especially those who engage in inspiring classes and are involved in conversations between members through Line groups, demonstrate competence in developing positive self-esteem and independence. Line group discussions may take the form of offering moral encouragement and making suggestions for resolving an issue. Sharing stories among members is a way of promoting peace and self-esteem.

3. Character: Commitment to social and cultural norms, understanding of proper behavior, and integrity.

Adolescents from broken homes are members of a community that conforms to sociocultural norms. As a result, they are expected to conform to the socio-cultural norms of the society in which they live. Additionally, they must understand proper conduct in order to prevent engaging in inappropriate behavior. The following is Informant 7's interpretation of social and cultural traditions:

I frequently passed through the village on my way to and from work. There, I overheard a husband and wife arguing in their home and saw their small children playing outside. I desired to approach them and request that they cease fighting in front of their children, but I did not know them. My acts can be insensitive and disrespectful. I may ask the children in the neighborhood to ask the children from that family outside to play in order to avoid hearing their parents fighting.

Integrity is a term that refers to a person's behavior, beliefs, ideals, and expectations being consistent. The point is to adopt an approach that is fully devoted to values. The Inspiration class "How to Achieve Self-actualization" will provide an overview of how to actualize oneself in accordance with one's principles and regulations. Informant 1 discussed his experiences with this capability.

I have a principle that I do not wish to be assisted in obtaining jobs. When my mother offered me a job, I refused. I need to find work that matches my interests and skills. Not a work Mother deemed satisfactory, but I wouldn't say I enjoyed it either. I assume that I am capable of obtaining employment without the assistance of others.

According to the informants' accounts, broken home adolescents have strong character, as shown by their compliance with sociocultural rules and their knowledge of appropriate behaviour, so that they do not rush to take specific measures when confronted with a social situation. Additionally, they possess honesty, which enables them to be consistent with their decisions and to maintain the beliefs and values they believe in.

4. Connection: Positive relationships with friends, family, school, and the community.

HIC is a community for broken home adolescents aged 17-26, who are classified as late teens or adolescents reaching adulthood. There is peer interaction in HIC. This relationship creates a strong connection between members of the HIC because they encourage and motivate one another through positive actions and accomplishments. Unfortunately, not all adolescents from broken homes have an easy interaction with their peers outside of HIC. Informant 1 provided the following explanations:

I am not honest with friends about the situation in my broken home. I am only secure opening up to certain friends. I am insecure because I perceive myself to be distinct from others who come from intact families. My paternal family still regards me differently and has distanced itself from me after my parents divorced.

Relationships with the families who nurture them are not always good; moreover, relationships with extended families. The majority of broken home adolescents are under extreme stress due to the circumstances and conditions at home. Informant 8 even referred to his parents as toxic parents due to their persistent insulting and blaming of him. Since her father's death, Informant 9 has been ignored by her parents. Informant 10 described her mother and aunt's relationship with her.

Since my mother is an authoritarian, I decided to remain silent about it. When I disobeyed her instructions, I was considered as being in denial. As a result, I'd rather remain in Yogya than move to my hometown in Balikpapan. I always harbored anger toward my mother and also toward my two aunts, who were constantly scolding me.

Informant 10 also has a negative relationship with his peers, as explained below.

I was often exposed to verbal abuse during grade school, high school, and college. As a poor child, I was often teased and insulted, and I was also strange.

Relationships with schools are not a challenge since the majority of broken home adolescents have succeeded academically. This accomplishment is shown by their success in pursuing further education at outstanding public universities. Several of them have demonstrated proud non-academic accomplishments. This fact resulted in the school having a diminished importance on the broken home's condition.

The society relationship is going track the changes. It's just that when people mark broken homes adolescents as bad boys, they avoid relationships. They hope to demonstrate through HIC that the social label is inaccurate, that broken home adolescents possess the same potential as other adolescents, and that they can grow into successful adults.

According to the informants' testimonies, their relationships with their friends, families, and community remain troubled. This situation occurred not as a result of the broken home adolescents' fault, but as a result of circumstances and conditions that made it difficult for them to develop meaningful relationships. Meanwhile, the relationship with the school can continue to operate normally.

5. Caring : Sympathy and empathy for others.

Since adolescents from broken homes joined HIC, they have developed sympathy and empathy for others. They demonstrate sympathy and empathy for HIC members who share a similar background and fate through their conversations on the Line group. Informant 11 empathized with his perspective.

If some members are experiencing serious problems, we suggest contacting a psychologist or psychiatrist, as we lack the human capital to resolve the issue. If I can assist, they can schedule a meeting with me or invite me to their home to hear to their thoughts and offer advice. In addition, I have a background in psychology, which enables me to assist HIC members in resolving their issues.

Informant 12 related his experience of becoming ill and receiving assistance from HIC friends.

When I became ill with typhus, friends from HIC escorted me to the hospital and then took turns caring for me before I was able to leave. They are the closest family members I have since I live in Yogyakarta while my parents and family live in Jakarta.

Informant 13 related another story about the importance of demonstrating empathy towards fellow HIC members.

Once, a member had a discussion on the Line community in which he expressed his desire to commit suicide. Other members attempted to discourage him by encouraging him to live and speaking with him to convince him to prevent his suicide attempt. We took turns calling and eventually succeeded in saving him.

HIC supports orphanages and disaster victims through charitable events. Apart from that, visits to children with cancer are made to provide support and entertainment. Another regular task involves playing music and reading stories to children with disabilities at the orphanage. HIC's founder stated the following:

Social practices such as these also serve as a kind of self-healing, allowing us to remain thankful for the circumstances we find ourselves in, as it turns out that many others suffer more than we do.

HIC members already demonstrate expertise in caring for others through sympathy and empathy, since they are accustomed to listening to discussions in Line groups, where many members share and talk about their problems. They demonstrate sympathy and empathy indirectly by listening to other members' concerns. Their sense of community and cohesion persuades them to assist one another at all times. In addition to HIC-related matters, they may demonstrate sympathy and empathy through moral and material assistance and support. Even if their lives are not always comfortable, they may sympathize and empathize with those who are experiencing difficulties.

6. Contribution: Incorporating behaviors in the community and society that demonstrate the other five Competencies (5Cs).

The outcome of human experience and interaction with the environment is behavior, which manifests as knowledge, attitudes, and actions. The behavior is evaluated here to determine if it demonstrates the other five competencies, namely: (1) social, academic, and skills competence; (2). possess self-esteem and independence, (3) conform to sociocultural norms, understand proper behavior, and exhibit integrity, (4)

maintain positive relationships with friends, family, school, and community, and (5) demonstrate sympathy and empathy towards others. According to the description above, the fourth competency remains difficult to obtain due to the response of third parties who oppose the formation of a positive bond only with school. In a community like HIC, one can observe behavior that demonstrates these five competencies. They also engaged with other members, demonstrating a willingness to acquire new skills and enhance academic and non-academic accomplishments in order to ensure their potential success. Informant 1 stated as follows :

I am open to discuss freely about HIC in intercommunity forums. Another expertise I have is fingerstyle guitar, and I have a Channel called Nyong Alga where I demonstrate my talent. Fourteen gold medals, nine silver medals, and three bronze medals in taekwondo are among my accomplishments. Additionally, I received a charter from the Republic of Indonesia's record museum for my 2009 taekwondo record holder results.

Adolescents from broken homes also have a sense of self-worth and independence. They consider themselves to be competent, significant, and important individuals as a result of numerous activities such as inspiring classes and sharing with other members. Additionally, it demonstrates emotional maturity, attitudes, and values. Emotional independence refers to an individual's ability to function without relying on the emotional support of others. At first, this was difficult for the majority of HIC members to accomplish because they entered to receive emotional support. However, after a period of time as a member of HIC, they will gradually gain emotional independence. Behavioral independence refers to an individual's capacity to make choices and self-management decisions. Behavioral independence relates to the capability to act or act independently without relying heavily on the influence of others. HIC members also demonstrate improvements in actions to become more self-sufficient by interaction and communication with other members and several inspiring classes. Value independence refers to an individual's capability to handle pressure or other people's demands about their value beliefs. Independence of beliefs appeals to them and it turns out that the majority of HIC members are capable of making decisions and choices based on their ideals. New members who are still struggling with autonomy will hear from older members who have overcome this obstacle. HIC's motivation classes will also assist them in developing into self-sufficient individuals.

Adolescents from broken homes who are members of HIC have never violated sociocultural norms and demonstrate integrity in their values and actions. This stage prepares them to be readily accepted in relationships and unchanged by a negative climate, which can lead to the wrong connection. Unfortunately, the social atmosphere in which peers and those who are aware of their broken home exist is one of labeling and even bullying, which makes establishing healthy relationships difficult. Meanwhile, the family environment is not conducive to the development of positive relationships. As a result, the founders of HIC emphasize strongly that participants attempt to succeed to the best of their ability in order to overcome the labeling in the expectation that the relationship will change. However, some members of the HIC disagree, such as Informant 15, who stated the following:

My ambition in life is not to be remembered for my accomplishments. Life does not have to be equivalent to that of other people in terms of accomplishments. I want to be recognized as a change agent and an agent of improvement.

Members of HIC share sympathy and empathy because they share the same destiny. HIC is seen by its members as a family, a place to relax from the stresses of life and exchange stories. The monthly meeting and visits to each other's homes often serve as a way of expressing sympathy and empathy.

How are the five competencies used in everyday life? By and large, adolescents from broken homes want to demonstrate that they possess practical academic competencies and skills. Consequently, they make an effort to engage in group events despite barriers to developing meaningful relationships with the community. They do not wish to become a burden on society by becoming individuals capable of resolving their own problems as a manifestation of self-respect and independence. Their everyday conduct conforms to social norms and is driven by strong values, in the sense that their behaviors are regulated by the terms and regulations they possess. Efforts to establish a constructive relationship with the community are ongoing. Informants 14 expressed their views on how to develop positive relationships with the community.

If HIC can collaborate with the community on a joint activity, productive partnerships would be easier to develop. Cooperation has so far been limited to related cultures and problems with broken homes, such as single motherhood and parenting.

There is no reason to question sympathy or empathy, as all HIC participants are struggling adolescents concerned with the common good. They will voluntarily demonstrate sympathy and empathy when someone is confronted with adversity. Indeed, they are able to set aside funds to assist.

V. DISCUSSION

The empowerment of broken homes adolescents is accomplished by the use of the PYD empowerment model, which is a youth empowerment model. Previous research has established that the process of youth empowerment is carried out by third parties [16][17]. Meanwhile, the empowerment of broken home adolescents at HIC is carried out by involving members in selecting skills or knowledge programs about mental health used as training materials and inspirational classes. Material providers are pursued from among those who are knowledgeable in their fields.

The six competencies in PYD are used to determine broken homes adolescent's empowerment. To evaluate whether or not an adolescent from a broken home is empowered, one must consider how well he or she has learned these competencies. Competency 1 is very powerful among HIC members in terms of social, academic, and ability mastery. Even though they come from a broken family, they excel academically and have mastered a number of their emotional skills.

HIC can help members develop self-esteem and independence by serving as a support group and a venue for sharing stories and talking about problems. The availability of contact networks such as Line groups, daily monthly meetings, and events such as inspiring classes, seminars, and talk shows all contribute to the development of this competency. At first, new members struggles with independence and always rely on the guidance and direction of their peers at HIC, but they may develop independence over time.

Adolescent members of HIC who come from broken homes have no difficulty trying to conform to sociocultural norms, distinguishing between right and wrong conduct, and maintaining integrity. At HIC, they should make good friends and have a principle that conforms with their beliefs, ensuring that they do not fall into the wrong association and engage in improper behaviour.

In comparison to the other competencies, the fourth competency, forming relationships with friends, family, and community, is the lowest. This competence is a result of the stigma attached to adolescents from dysfunctional homes and the mindset of their families, who often marginalize them. Even though they joined HIC and were inspired by other admirable members, their acts no longer relate to Becker's labeling principle [8]. They want to demonstrate that they, too, can succeed as broken home adolescents. HIC's founder encourages members to succeed in their respective areas of expertise. As a result, they will be seen as more mature adults, defying the community's categorization of broken home adolescents.

Since the broken homes adolescents entered HIC, they have been taught empathy and sympathy towards others. They are accustomed to offering guidance and assistance to fellow members who are having difficulties or experiencing difficulties. Even then, assisting individuals outside the HIC with fundraising and offering moral support to those in need. The funds collected were donated to orphanages and victims of Indonesian natural disasters. Meanwhile, children with disabilities and children diagnosed with cancer receive emotional assistance.

The competence to contribute to HIC as a culture and society through the application of the five competencies mentioned above may be sufficient. Only the capacity for meaningful relationships with peers, family, and community requires further development. Meanwhile, the relationship with the school remained stable, as teenagers who were separated from their parents while in school demonstrated outstanding academic achievement. This finding contradicts the findings which indicate that unstable family environments can impair academic achievement [5][6]

VI. CONCLUSION

After examining the interview transcripts and opinions expressed during the focus group discussion, it was confirmed that the PYD model is ideal for empowering broken home adolescents in overall. Activities such as inspiration classes, training, seminars, and guest speakers may be focused around PYD competencies. Thus, according to PYD, adolescents from broken homes who are members of HIC may possess these competencies that demonstrate empowerment.

Only one of the six PYD competencies, the ability to develop positive relationships with peers, family, and society, has not yet been acquired, whereas the association with schools is already solid. The cause is the community's labeling of adolescents from broken homes and an inappropriate family atmosphere. Other relatively solid competencies include (1) social, academic, and ability action, (2) self-esteem and independence, (3) conforming to socio-cultural norms, knowing appropriate behaviour, and possessing integrity, (4) having sympathy and empathy, and (5) implementing all competencies in the community and society.

Several of the study's recommendations concentrate on the emotional well-being of broken-home adolescents and the capacity that can be built through families, community groups, and government agencies charged with youth empowerment.

It is necessary to understand the emotional state of broken home adolescents if they remain dysfunctional and have not changed their relationship with their families, which is still a source of conflict and stress. It takes time and effort to rebuild one's self-esteem and passion for life through various positive practices. Additionally, the society is encouraged to withdraw from imposing negative stereotypes on them. Any adolescent should grow their interests and abilities because they deserve a promising future regardless of whether they come from a broken home or an intact family. The government, through its youth agency, may design programs aimed at developing the skills and strength of character of broken home adolescents in order for them to become human capital for development. Additional research should be conducted about how communities form stereotypes about broken home adolescents in order to generate ideas on how to combat these stereotypes.

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