

Self-Injury in Early Adulthood in Islamic Families Experiencing a Broken Home (Psychology & Mental Health)

Basrul Akmal Hammad¹, Ghozali Rusyid Affandi²

^{1,2}Muhammadiyah University of Sidoarjo, Indonesia



DOI : <https://doi.org/10.61796/icossh.v2i3.70>



Sections Info

Article history:

Submitted: April 15, 2025

Final Revised: May 20, 2025

Accepted: June 07, 2025

Published: June 14, 2025

Keywords:

Self-injury

Broken home

Non-Suicidal Self-Injury (NSSI)

Emotional regulation

Islamic family

ABSTRACT

Objective: This study aims to analyze the relationship between emotional regulation, family background, and self-injury tendencies among young adults from Islamic broken-home families. **Method:** While self-injury has been widely studied, research focusing on young adults from broken-home families in Islamic communities remains scarce. Family background plays a crucial role in shaping emotional resilience, yet little is known about how these individuals regulate emotions and seek social support. Existing studies lack specific insights into the impact of emotional regulation, social support, and coping strategies on self-injury within this demographic. **Results:** The findings reveal that individuals with poor emotional regulation and lack of family support are more likely to engage in self-injury. Conversely, those with strong coping mechanisms and positive social interactions demonstrate better emotional well-being. **Novelty:** This research provides new insights into the cultural and familial influences on self-injury, filling a gap in the literature. The study underscores the need for psychological support, family counseling, and social interventions to reduce self-injury risks among vulnerable individuals.

INTRODUCTION

Self-injury does not occur for no reason, but rather as a coping mechanism for excessive emotional distress [1]. This phenomenon is often not the result of a small problem, but rather the accumulation of emotional distress that is harbored over a long period of time, known as the “iceberg phenomenon” [2]. Individuals who experience self-injury tend to have difficulty in expressing emotions in a more adaptive way [3]. The inability to channel emotions in a healthy way causes them to choose self-harm as a form of release or release from the pressure they feel [4].

Self-injury, or self-injury, is a psychological phenomenon that is increasingly found in society, especially in individuals who are experiencing severe emotional distress [5]. This behavior is defined as intentional self-harm without suicidal intent, but rather as a coping mechanism for stress, anxiety, or inability to manage negative emotions [6]. In other words, these behaviors are not simply impulsive or causeless acts, but rather a response to emotional distress that is not properly channeled. Some common forms of self-injury include cutting the skin, beating oneself, burning the skin, or other actions that aim to inflict physical pain in order to relieve deep emotional suffering [7].

Research shows that self-injury is more common among individuals in the early adulthood age range, which is between 18 to 25 years old. This is a challenging transition period, where individuals experience significant changes in social, academic and emotional aspects [8]. The pressure to adapt to the demands of adult life, such as establishing independence, adjusting to a work or college environment, and dealing with

various social expectations, often worsens an individual's mental state. This becomes more complex for those with unstable family backgrounds, such as individuals who come from broken homes [9].

In the context of family, individuals who come from a broken home environment tend to have higher stress levels than those who are raised in a harmonious family. Broken home refers to a family condition that is not intact due to divorce, prolonged conflict, or the absence of one parent. This instability in the family can create stressful conditions for children and adolescents who grow up in them [10]. They often experience feelings of insecurity, loneliness, and difficulty in developing healthy social and emotional skills [11]. Trauma experienced in childhood can contribute to the development of emotional disturbance later in life, which in turn increases the tendency to self-injure as a way to relieve deep emotional pain [12].

In Islamic families, religious values play an important role in shaping parenting and the daily lives of individuals. Islamic principles teach about patience, *tawakal*, and the importance of maintaining physical and mental health [13]. However, when an individual from an Islamic family experiences a broken home, these values can be a double-edged sword. On the one hand, religious teachings can be a protective factor that prevents individuals from engaging in deviant behaviors, including self-injury. Faith and spiritual support often help individuals develop healthier coping mechanisms, such as worshipping, praying, and seeking solace in religious teachings [14].

However, on the other hand, social pressure and strict religious norms can make individuals feel isolated. In some cases, individuals who experience emotional problems in religious settings may feel burdened by the expectation that they should always be strong, patient, and accept all trials without showing weakness [15]. The stigmatization of mental health problems in religious societies can also discourage individuals from seeking help, as they fear being perceived as lacking faith or not surrendering enough to God. These feelings of distress can make it even more difficult for individuals to express their feelings, leading them to choose self-injury as a form of release from pent-up emotions [16].

This phenomenon demonstrates the urgency of understanding the factors that contribute to self-injury in early adult individuals who come from broken home Islamic families [17]. This study aims to describe the feelings, thoughts and actions of individuals who experience self-injury in the context of a broken home family, and to understand the factors that may exacerbate their condition. These factors include prolonged family conflict, parental arguments, emotional instability, and trauma stemming from troubled social or romantic relationship experiences [18].

In addition, this study also seeks to highlight the importance of social support in helping individuals who experience self-injury. Social support can be in the form of emotional support, which is the provision of attention, affection, and a sense of security that can help individuals feel accepted and understood. Instrumental support, such as guidance from family or professionals in dealing with emotional issues, also plays an important role [19]. In addition, informative support, which provides knowledge about

healthy coping mechanisms and access to adequate mental health services, can help individuals understand healthier ways of dealing with emotional distress [20].

By understanding the factors that play a role in self-injury behavior in individuals with broken home family backgrounds, this research is expected to provide deeper insights to families, communities, and mental health professionals. In addition, this study also aims to identify ways that individuals can deal with unstable family situations, so that they can find healthier alternatives in channeling their emotions. Support from the surrounding environment, such as family, friends and community, is crucial in helping individuals who experience self-injury to recover and develop more adaptive coping mechanisms. Thus, awareness of the importance of mental health care, especially in the context of broken homes, can be increased to prevent more serious psychological impacts on individuals in the future.

RESEARCH METHOD

This research uses qualitative methods. Qualitative research methods are defined as an approach that produces descriptive data that focuses on understanding and interpreting social phenomena, with data obtained from written observations, speech, or behavior of research subjects [21]. This method aims to explore and understand the meaning found by individuals or groups in the context of social or humanitarian issues [22]. According to Creswell, qualitative research design has a natural nature, where researchers do not try to change or manipulate the research environment. Instead, research is conducted by observing phenomena in their original context, that is, where they occur [23]. The approach used in this research is a phenomenological approach, which takes place naturally and based on facts. This approach aims to reveal and understand the experiences of participants based on the events they perceive. The phenomena studied include changes in attitudes, perspectives, or behavior of participants [24].

The selection of participants in this study was carried out using purposive sampling method, involving two participants who met the criteria as individuals who experienced self-injury. Data collection techniques include interviews and documentation. Before the researcher conducts an interview, the researcher will outline the interview guidelines. The interview guidelines adjust the aspects of self-injury which include: (a) the individual has engaged in self-injury behavior in the past year and carried out in five different days (b) self-injury behavior is quite dangerous and not trivial and socially disapproved.

Data analysis was carried out in this study using thematic data analysis. Thematic analysis is a data analysis method that aims to identify and find themes and categories from data that has previously been coded. The stages of data analysis in this study include (1) raw data preparation, (2) coding, (3) axial coding and (4) selective coding [25].

RESULTS AND DISCUSSION

Results

a. Emotional Aspects

"How do you express each emotion you feel, including how you accept negative feelings, strengthen positive emotions, and choose between getting closer spiritually or venting emotions through certain actions such as self-injury, smoking, or telling friends, and have you ever experienced a loss of control to severe self-injury?" (code: 7H INA, 21 Years)

INA felt that she had not been able to control her emotions, as evidenced by her habit of hitting the wall. He stated that he only suffered bruises and never any bleeding as a result of this action. When hitting the wall, INA felt a sense of relief, believing that it helped her express and release her emotions. She also acknowledged that the physical pain she experienced helped her cope with emotional distress. Based on this, INA tends to modulate her emotions into negative expressions.

On the other hand, RH is relatively able to control his emotions. Instead of physical aggression, RH is more likely to cry silently and question the reasons behind her feelings. She vented her emotions by going out and spending time with her friends, although she admitted that her anger often resurfaced after returning home. RH had previously committed self-harm (barcode cutting) once during school, but she stopped after realizing the immense pain it caused. Currently, RH manages his negative emotions with self-reward, such as buying things he likes, meeting friends, smoking, and vaping. RH demonstrates his ability to regulate emotions by diverting his emotional distress into activities that he considers beneficial.

b. Aspects of Interpersonal Relationships

"How is your relationship with your family and closest people, especially when facing problems, does the relationship change, become closer, or even distant, and what is the role of your friends in providing support or advice when you are experiencing difficulties, including in dealing with conflicts with your brother?" (code: 12H INA, 21 Years old)

INA views her relationships with her mother and siblings as interconnected, where they act as intermediaries in conflicts with each other. However, her episodes of self-injury tend to occur when there are problems in the family, especially when her sibling has tantrums 1-2 times a week. INA feels stressed by her sibling's demands and emotional outbursts when her wishes are not met. Her relationship with her siblings falls into the category of conflictual interactions.

RH feels that her family relationship has improved over time. As he matured, he began to understand his parents' feelings better, compared to when he was younger when he just wanted to be understood without trying to understand back. When RH made his parents cry, he felt like a failure as a child. He realized that he had not fully met their expectations, but at least he tried not to be a burden to them. Her ability to empathize with her parents reflects a deeper understanding and emotional engagement.

c. Aspects of Emotion Dysregulation

"How does INA seek peace at home, and why does she feel she lacks support from her family? What factors influence her behavior in dealing with problems, and how does she try to cope with

the negative feelings she experiences? Why is INA more likely to call in sick and be absent from classes? What role do positive activities play in coping with stress, and how does self-confidence affect how one deals with problems? How does self-control help to achieve long-term goals, and why is motivation related to beliefs about outcomes?" (code: 17H INA, 21 years old)

INA sought solace in smoking, even though she realized it was not a solution. Her friends became a place to share their stories, while her family, especially her mother, were less supportive. Her mother's harsh attitude made INA feel insecure and have to face problems alone. Home atmosphere, support from family and friends, and communication patterns affect a person's behavior. However, for INA, this was not enough. She often called in sick and was absent from classes. Even so, she tries to find positive meanings for self-development, such as participating in religious activities.

RH emphasized the importance of positive activities to cope with stress, such as playing games or working, rather than staying idle. He is able to control his emotions and has a strong sense of self-confidence. Self-confident individuals feel satisfied with themselves and confident in their abilities, while those who lack self-confidence tend to shut down. Motivation arises when a person believes their actions will produce the desired results. People with high self-control can delay pleasure in favor of achieving long-term goals.

d. Behavioral Aspects

"How do you vent each emotion you feel, does each emotion you experience make you do a different or the same form of self-injury, and when negative feelings arise, do you prefer to vent by smoking or telling your friends, and besides smoking, cutting your hair, and hitting your hands against the wall, are there other forms of self-injury that you have done, how do you interact socially on a daily basis, is there any advice or habits from your friends that influence your actions or habits such as smoking and hitting yourself, how do you think your parents' behavioral patterns contribute to your self-injury behavior, and have you ever felt completely out of control to the point that your self-injury became worse?" (code: 26H INA, 21 years old)

INA sought advice from friends and family regarding her problems, but she felt that they often encouraged her to fight back, something she was not always comfortable with. Instead, she prefers to endure the situation, even though it sometimes makes her feel helpless. She maintains a positive outlook by strengthening her spiritual connection. Positive emotions can improve creativity, problem-solving, decision-making, and memory. In addition, positive emotions also increase perseverance in completing tasks and attract social support. Individuals with strong self-control are better able to delay gratification as they believe that their efforts will pay off in the long run.

However, INA also had unhealthy coping habits, such as smoking and self-injury, which provided temporary relief but not a sustainable solution. Her self-harm was a way to relieve psychological distress, even though it was socially unacceptable.

RH, despite having struggled with thoughts of ending her life, chose to continue living and see what the future would bring. She has faced challenges and learned to be more resilient through them. Although she had considered giving up, she now believes that life has a silver lining. Loneliness, depression, hopelessness, and poor problem-

solving skills are the main factors that can lead to thoughts of ending one's life. RH now adjusts her expectations, realizing that humans naturally adapt to various circumstances, both positive and negative. When expectations are met, happiness increases temporarily before returning to normal levels. Similarly, disappointment due to unmet expectations will diminish over time. RH acknowledges his failures, but he sees them as learning experiences. Effective coping skills, such as problem solving, seeking support, and seeing failure as part of the process, became strategies that helped her in dealing with emotional difficulties.

e. Social Aspects

“How do you cope with negative feelings, how often do your friends come over to exchange stories, how does your current social environment compare to before, what do you do to maintain your mental health, how important is social support in your development, how does a good environment affect your behavior, how important is achievement, and how do positive habits contribute to your well-being and quality of life?” (code: 33H INA, 21 Years old)

INA coped with negative feelings by going to a calming place and often exchanging stories with her friends, who also gave her advice to get out of her comfort zone. Although her friends advised INA to fight her brother when she was angry, INA did not feel brave enough to do so. This reflects Abraham Maslow's theory of hierarchical needs, where basic needs must be met before reaching higher needs.

Meanwhile, RH felt the importance of a positive social environment after previously being in a negative environment. Now, she is surrounded by people who support her focus on work and self-development. RH realizes the importance of maintaining health by getting enough rest and engaging in positive activities, which contribute to his mental well-being. According to Daniel Kahneman and Amos Tversky, pursuing happiness through positive activities can improve long-term well-being. A good environment, according to Ivan Pavlov and B.F. Skinner, can increase positive behavior through reinforcement. RHs also strive to get out of their comfort zone to fulfill achievement needs and increase self-confidence, and get drunk less often, which indicates a change in positive habits.

Based on the research phenomenon of self-injury in early adults in broken home Islamic families, the interviews with RH and INA provide an overview of the aspects that influence this behavior. The following is a summary chart of the results which can be seen in Figure 1.

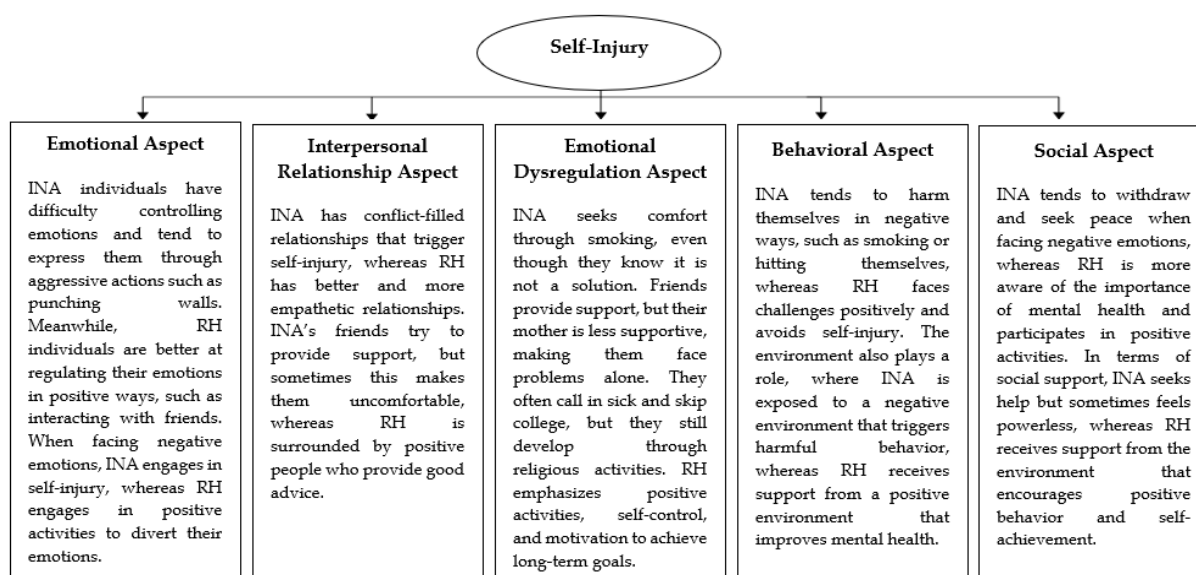


Figure 1 Summary description of results.

Discussion

This research shows that self-harm in individuals from broken homes has a significant impact on their psychological well-being, emotional development, academic achievement and social life. Adolescents from broken homes tend to experience excessive anxiety, loss of identity, and decreased motivation to learn, which in turn leads to lower academic performance at school. Children of divorced parents are also at risk of prolonged anxiety, which over time can trigger deviant behaviors such as skipping school, aggressive tendencies, alcohol consumption, and drug use. Self-injury behavior has a strong association with a broken home background. Adolescents who grow up in a chaotic family environment and lack affection often experience deep feelings of loneliness. Unstable family conditions, with poor communication and lack of attention from parents, can trigger negative emotions such as depression and anxiety. In these situations, adolescents often feel alienated and lack emotional support, which leads them to seek ways to cope with inner pain. One maladaptive way that emerges is self-injurious behavior, where individuals hurt themselves as a form of emotional expression or to reduce psychological tension. Thus, self-injury behavior can be seen as a response to traumatic experiences within the family, indicating the need for more attention to adolescent mental health, especially for those from disharmonious families [26].

Currently, RH lives with her paternal grandmother after her parents' divorce. Although legally in the custody of his father, he spends most of his time with his grandmother. Due to the lack of emotional closeness with the family, RH often feels lonely at home and has an introverted personality. However, in the school environment, he seemed more cheerful. RH first committed self-harm due to the influence of friends who encouraged her to do so. At that time, he was under great mental stress and had many overwhelming thoughts. Her forms of self-harm included scratching her hands with safety pins, pulling her hair, and hitting herself on the head with her hands. These acts gave her a temporary sense of relief.

Meanwhile, INA felt her life was tough after her father passed away in 2021. As the second of two children, INA had to help her single parent mother in working to fulfill the family's needs. INA tried to solve the problem by joining an exchange student in Jakarta and cutting her hair, but the problem was not over. Eventually, INA started smoking to relieve stress, although she realized the consequences. INA's relationship with her family was less harmonious due to lack of communication, while her brother always asked for money because he didn't want to work. In the face of these pressures, INA decided to self-injure to overcome her problems.

The research results from both subjects show that children's mental state, behavior, and attitudes are strongly influenced by the level of harmony in their families. Children who grow up in disharmonious families are at risk of experiencing behavioral changes, such as being antisocial, fearful of relationships, introverted, and reluctant to interact with others. Major factors contributing to this condition include family conflict, poor parenting, and lack of emotional support from parents. However, social interaction is crucial to a child's mental development. If their mental health is compromised, they will find it difficult to fit back into social settings and interact well. As evidenced in Yusuf and Juntika's research, structuring personal and social life will be easier with harmonious family interactions. However, if there is disharmony at home, prolonged conflict between husband and wife or parent-child, or if disharmony occurs, the family will experience stress, especially for children [27].

In addition to the support of the surrounding environment, children from Broken Home families also have to struggle with their internal fears and trauma. Deep emotional wounds often make it difficult for them to build the courage and motivation to change. Therefore, counseling interventions are very important in helping their psychological and mental recovery. As explained by the World Health Organization (WHO), "health as a state of complacency, physical, mental and social well-being and not merely the absence of disease or infirmity"[28].

This study has limitations in the scope of the problem that only focuses on self-injury in the context of broken home families, without considering other factors such as academic pressure, mental health disorders, or the influence of the social environment. In addition, the subjects used were only individuals in the early adult age range (18-25 years) in Islamic families, so it was not possible to generalize about how self-injury develops in other age groups, such as adolescents or adults or in individuals from different religious or cultural backgrounds. Additionally, geographical limitations, research methods, and topic sensitivity can affect the results and accuracy of the data.

CONCLUSION

Fundamental Finding : Self-harm or self-harm behavior is influenced by a variety of factors, including the ability to manage emotions, the quality of interpersonal relationships, and the social support received. INA participants have difficulty controlling emotions, have conflicted interpersonal relationships, and negative environments that exacerbate destructive behavior. On the other hand, HR participants

have good self-control skills, engage in positive activities, and get support from a healthy environment so that they are able to face life's challenges in a more constructive way.

Implication : Individuals who experience the phenomenon of self-injury need attention and guidance from parents to maintain their emotional and mental well-being. If mental health is left untreated, it can develop into severe depression and suicidal tendencies. Every individual needs to increase self-awareness so as not to be affected by factors that can trigger a tendency to self-harm. **Limitation :** Trying to divert attention from negative emotions to more positive activities, thus helping to manage the urge to self-harm. **Future Research :** This research is expected to be further developed with various methods or more comprehensive approaches, both in terms of prevention and intervention, so that it can have a more effective impact in dealing with self-injury behaviors.

REFERENCES

- [1] T. S. Raharjo, "Penguatan Masyarakat di Masa Pandemi Covid 19: Kesehatan Mental Pelajar," *J. Pengabd. dan Penelit. Kpd. Masy.*, vol. 2, no. 1, pp. 56–70, 2021.
- [2] D. Wulandari and N. Fauziah, "Pengalaman Remaja Korban Broken Home (Studi Kualitatif Fenomenologis)," *J. EMPATI*, vol. 8, no. 1, pp. 1–9, 2019, doi: 10.14710/empati.2019.23567.
- [3] E. R. Putri and L. Sofia, "Kematangan Emosi dan Religiusitas Terhadap Keharmonisan Keluarga Pada Dewasa Awal," *Psikoborneo J. Ilm. Psikol.*, vol. 9, no. 2, p. 430, 2021, doi: 10.30872/psikoborneo.v9i2.5983.
- [4] I. A. Guntur, P. M. E. Dewi, and A. Ridfah, "Dinamika Perilaku Self-injury pada Remaja Laki-laki," *J. Psikol. Talent. Mhs.*, vol. 1, no. 1, pp. 42–54, 2021.
- [5] V. A. Sabrina and T. Afiatin, "Peran Disregulasi Emosi terhadap Kecenderungan Melakukan Perilaku Nonsuicidal Self-Injury (NSSI) pada Remaja," *Gadjah Mada J. Psychol.*, vol. 9, no. 2, p. 192, 2023, doi: 10.22146/gamajop.79558.
- [6] T. Tarigan and N. C. Apsari, "Perilaku Self-Harm Atau Melukai Diri Sendiri Yang Dilakukan Oleh Remaja (Self-Harm or Self-Injuring Behavior By Adolescents)," *Focus J. Pekerj. Sos.*, vol. 4, no. 2, p. 213, 2022, doi: 10.24198/focus.v4i2.31405.
- [7] R. T. Saputro, "Peran Harga Diri Terhadap Kecenderungan Perilaku Self-injury Pada Remaja," *J. Ilm. Nusant. (JINU)*, vol. 2, no. 2, pp. 692–705, 2025.
- [8] L. Faried, I. Noviekayati, and S. Saragih, "Efektivitas Pemberian Ekspresif Writing Therapy Terhadap Kecenderungan Self-injury Ditinjau Dari Tipe Kepribadian Introvert," *Psikovidya*, vol. 22, no. 2, pp. 118–131, 2019, doi: 10.37303/psikovidya.v22i2.108.
- [9] Zaini Miftach, "Negative Impact Of Domestic Violence On Child Development (Dampak Negatif Kekerasan Dalam Rumah Tangga Terhadap Perkembangan Anak)," *J. Ilm. Wahana Pendidik.*, vol. 10, no. 4, pp. 53–54, 2018.
- [10] S. Adhimah, "Peran orang tua dalam menghilangkan rasa canggung anak usia dini (studi kasus di desa karangbong rt. 06 rw. 02 Gedangan-Sidoarjo)," *J. Pendidik. Anak*, vol. 9, no. 1, pp. 57–62, 2020, doi: 10.21831/jpa.v9i1.31618.
- [11] E. N. Muthia and D. S. Hidayati, "Kesepian Dan Keinginan Melukai Diri Sendiri Remaja," *Psymphatic J. Ilm. Psikol.*, vol. 2, no. 2, pp. 185–198, 2016.
- [12] D. Agustin and W. Nurfadillah, "Fear of Missing Out (FoMO) pada Aplikasi TikTok terhadap Perilaku Self-injury/Self Harm: Kajian Sistematis," *J. Psikol.*, vol. 1, no. 4, p. 14, 2024, doi: 10.47134/pjp.v1i4.2558.
- [13] K. Ariyanto, "Dampak Keluarga Broken Home Terhadap Anak," *Metta J. Ilmu Multidisiplin*, vol. 3, no. 1, pp. 15–23, 2023, doi: 10.37329/metta.v3i1.2380.
- [14] M. Hasanah and M. A. Maarif, "Solusi Pendidikan Agama Islam Mengatasi Kenakalan Remaja Pada Keluarga Broken Home," *Attadrib J. Pendidik. Guru Madrasah Ibtidaiyah*, vol. 4, no. 1, pp. 39–49, 2021, doi: 10.54069/attadrib.v4i1.130.

- [15] V. Epivania and C. H. Soetjningsih, "Kematangan Emosi dan Perilaku Melukai Diri pada Mahasiswa," *J. Inov. Penelit.*, vol. 3, no. 8, pp. 7337-7344, 2023.
- [16] N. Fadhila and M. Syafiq, "Pengalaman Psikologis Self-injury Pada Perempuan Dewasa Awal," *Character J. Penelit. Psikol. semakin*, vol. 07, no. 03, pp. 167-184, 2020.
- [17] Shaskia Rezky Elvira and Hastaning Sakti, "Eksplorasi Pengalaman Nonsuicidal Self-Injury (Nssi) Pada Wanita Dewasa Awal : Sebuah Interpretative Phenomenological Analysis," *J. Empati*, vol. 10, no. 5, p. 310, 2021.
- [18] Z. Y. H. Zakaria and R. M. Theresa, "Faktor-Faktor Yang Memengaruhi Perilaku Factors That Influence the Behavior of Nonsuicidal Self-Injury (Nssi) in Teenage Girls," *Psikol. Sains dan Profesi*, vol. 4, no. 2, pp. 85-90, 2020, [Online]. Available: <http://jurnal.unpad.ac.id/jpsp/article/download/26404/14029>
- [19] D. Agustin, R. Q. Fatria, and P. Febrayosi, "Analisis Butir Self-Harm Inventory," *J. Muara Ilmu Sos. Humaniora, dan Seni*, vol. 3, no. 2, p. 396, 2019, doi: 10.24912/jmishumsen.v3i2.3880.
- [20] A. R. H. Putri and D. Rahmasari, "Disregulasi Emosi pada Perempuan Dewasa Awal yang Melakukan Self-injury," *Character J. Penelit. Psikol.*, vol. 8, no. 6, pp. 152-161, 2021, [Online]. Available: <https://ejournal.unesa.ac.id/index.php/character/article/view/41524%0Ahttps://ejournal.unesa.ac.id>
- [21] M. Waruwu, "Pendekatan Penelitian Kualitatif: Konsep, Prosedur, Kelebihan dan Peran di Bidang Pendidikan," *Afeksi J. Penelit. dan Eval. Pendidik.*, vol. 5, pp. 200-201, 2024, [Online]. Available: <https://afeksi.id/jurnal/index.php/afeksi/>
- [22] Andra Tersiana, "Metode Penelitian Dengan Pendekatan Kuantitatif dan Kualitatif," *Ekuitas Publisher*, 2022, pp. 14-15.
- [23] J. T. Winarto, E. N. Hayati, and N. Z. Situmorang, "Gambaran grit pada mahasiswa psikologi profesi Universitas X yang menyelesaikan studi tepat waktu," *Pros. Semin. Nas. Magister Psikol. Univ. Ahmad Dahlan*, pp. 529-537, 2019.
- [24] T. C. Guetterman, M. D. Fetters, and J. W. Creswell, "Integrating quantitative and qualitative results in health science mixed methods research through joint displays," *Ann. Fam. Med.*, vol. 13, no. 6, pp. 554-561, 2015, doi: 10.1370/afm.1865.
- [25] J. W. Creswell, *Research design: pendekatan kualitatif, kuantitatif, dan mixed*, 3rd ed. Yogyakarta: Pustaka Pelajar, 2012.
- [26] K. Karimah, "Kesepian dan Kecenderungan Perilaku Menyakiti Diri Sendiri pada Remaja dari Keluarga Tidak Harmonis," *Psikoborneo J. Ilm. Psikol.*, vol. 9, no. 2, p. 367, 2021, doi: 10.30872/psikoborneo.v9i2.5978.
- [27] R. Pratiwi, N. Elisabeth, C. S. Pd, M. Pd, and B. Konseling, "Pengaruh Tingkat Keharmonisan Keluarga dengan Motivasi Belajar Siswa Ditinjau dari Perbedaan Jenis Kelamin Siswa di SMA," 2013.
- [28] N. Y. Fitri, S. A. Hutagalung, P. K. Masyarakat, I. Kesehatan, and H. Jakarta, "Pengaruh Perilaku Keluarga Terhadap Kesehatan Mental Anak," *J. Gend. Soc. Incl. Muslim Soc.*, vol. 4, no. 2, 2023.

Basrul Akmal Hammada

Muhammadiyah University of Sidoarjo, Indonesia

Email: basrulkml@gmail.com

***Ghozali Rusyid Affandi (Corresponding Author)**

Muhammadiyah University of Sidoarjo, Indonesia

Email: ghozali@umsida.ac.id
