



Supportive Communication Between Caretakers and Members of The Yogyakarta Hamur Community in Overcoming Chronic Trauma in Broken-Home Adolescents

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ABSTRACT

Using several indicators of supportive communication, this study outlines the process of supportive communication in helping broken-home adolescents recover from chronic trauma. Accurate message delivery, mutual support, and a strengthened relationship are hallmarks of what is known as supportive communication. The notion of defense and support, commonly known as the “categories of defensive and supportive behavior” theory, asserts that every person’s repertoire of behaviors includes defensive and supportive actions. In-depth interviews with two pairs of informants—caretakers and broken-home children being members of the Hamur Community—were utilized to acquire this study’s descriptive qualitative data. Purposive sampling was employed by selecting data sources after some consideration. The data were analyzed using interactive analysis, and the validity of the results was checked using source triangulation. The findings revealed that the caretaker in the first pair of informants was helpful in many respects, including not explicitly criticizing the member’s remarks, not interrupting, assisting in solving difficulties and paying close attention to the member’s communication at all times. However, superiority and white lies existed within the caretaker. The caretaker in the second pair of informants was identically helpful, yet she often interrupted and was superior to the member when talking. Findings from supportive communication for adolescents of divorced parents pointed to the following messages as particularly

helpful: (1) not to blame oneself too much for feeling like a useless child; (2) never give up on circumstances; (3) never be afraid to begin a relationship with the opposite sex; and (4) not hating parents too much for the divorce.

Keywords: *supportive communication, Hamur Community, broken home, lies, interruptions*

INTRODUCTION

As Safrudin (2015) defined, a family is a group of individuals who, upon realizing and appreciating the unique combination they form as a result of their marital relationship, work to further the happiness, prosperity, and peace of all family members. Types of families include the smaller nuclear family, which consists of a father, mother, and children, and the larger extended family (Goode, 2004). As the world has progressed, certain shifts have altered the family's appearance but not its fundamental nature. Family values have declined in many nations due to factors including rising divorce rates (Lestari, 2016). The effects of divorce on children are particularly devastating.

Divorce disrupts happy family dynamics (Rustina, 2014). Domestic quarrel is a common contributor to divorce in Indonesia. The repeated quarrel has been the leading cause of marriage failure. Other causes are under one percent, which can be considered negligible (Maharani, 2020). Divorced parents will emotionally influence children, developing health problems. A child's emotional or mental state can suffer due to chaotic home life, poor education, or a lack of parental attention (Novita Sari, 2018). Many children, while first sinking into a profound depression following their parents' divorce, eventually pull through. They are flexible enough to handle disruptions to their routine and thrive in novel environments. However, certain children may never get over the trauma of their parents' divorce. The effects of divorce on children vary from case to case (Makarim, 2020).

Broken-home children may suffer from long-term depression, sadness, and humiliation due to their family's situation. Some broken-home children are discouraged by their circumstances that they turn to destructive behaviors, including smoking, drug use, and alcoholism. When children no longer depend on their parents for guidance, they experience a sense of calm and freedom. They want something to take their minds off their troubles for a little while. The flip side, however, is that it can lead to more well-rounded and resilient offspring and the realization that one can succeed and show others that one can succeed even without unconditional parental love.

The Indonesian Child Protection Commission has demonstrated that children of divorce tend to be victims of physical abuse. Divorced children are more likely to be involved in custody disputes, violations of access to meet parents, neglect of the right

of child support, missing children, and being victims of kidnapping (Republika.co.id, October 2016). Many divorced parents fail to recognize their quarrel's impact on their children. If this is the case, the adolescent years can be the most difficult for children because of the psychological damage inflicted on them as youngsters. The emotional toll of a parent's divorce can devastate a child (Setyawan, 2016).

The following figure describes the psychological condition of broken-home children at a junior high school in Pekanbaru City.

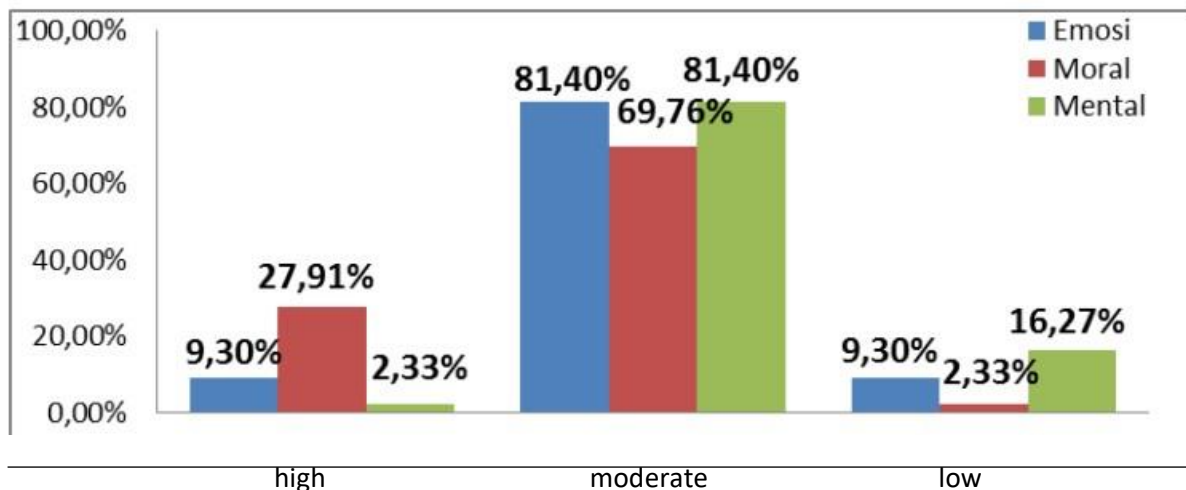


Figure 1: Psychological Condition of Broken Home Students
(Novita Sari, 2018)

The majority of these students fell into the category of having a moderate emotional state. They were sensitive to the point that they made themselves vengeful, felt disappointed in themselves, forgave those who hurt them easily, enjoyed being annoyed by themselves, got angry easily, and had a good handle on their anger.

Students in the moderate moral state exhibited behaviors such as trying to forgive friends who annoyed them, being loud in class, being temperamental or grumpy, completing assignments responsibly (like not procrastinating), breaking school rules, telling the truth, lying, and cheating on tests.

Students' moderate mental health can be inferred from their actions, such as when they demonstrate signs of depression or anxiety, worry about the future, express contentment with their current situations, pay close attention to their social interactions with others, fail to weigh the potential consequences of their choices or rely on the advice of others.

As the figure displays, most broken-home children possessed a moderately traumatic psychological state. In cases of moderate trauma, the greatest ratings were assigned to emotional and mental states. Students in the high group had excellent mental

health. Those in the moderate category experienced normal mental health, while those in the low group possessed poor mental health.

Broken-home children might benefit from social support to cope with the difficulties brought on by their parents' divorce. Friends' presence has a significant impact on alleviating the effects of psychological stress. Friends can greatly assist in managing one's emotions by engaging in supportive communication to reduce emotional strain and boost confidence during tough times (Hartono & Shanti, 2018).

Several students in Yogyakarta have banded together to establish communities for those from less harmonious family backgrounds or broken homes. In these communities, members open up about their professional and private struggles. Communities like Yogyakarta Hamur and Broken-Home Jogja (BHJ) exist to provide a haven for broken-home children. Although they vary in focus, they are all often non-profit organizations. The following table displays the differences between the two communities.

TABLE 1
Category and Comparison of Broken-Home Communities in Yogyakarta

Community Name	Target	Function
Yogyakarta Hamur Community	University students in Yogyakarta	It is a place for students to share stories. It was established in 2015 and had 167 active members.
Broken-Home Jogja (BHJ) Community	Junior and senior high school students	It is a forum for broken-home children established in 2015 with 10 active members.

(Radar Jogja, 2021)

The Hamur Community is a gathering place for children from broken-home families. Its members are mostly on the verge of giving up but are clinging to hope with the support of people experiencing similar hardships. Many Yogyakarta students being this community's members seek the social support of their peers as a means to problem-solving, self-defense, adaptation, and the maintenance of positive behavior in the face of adversity (interview with Nurul, 2016). With about five to seven members every year, the Hamur Community has been proven to be successful in helping broken-home children overcome the trauma they have experienced. Compared to the Jogja Broken-home (BHJ) Community, the Hamur Community succeeds more

since its members are mostly students and more likely to be professionals with advanced problem-solving skills (Wiyono, 2019).

The word "hamur" is derived from "rumah (house)" backwards. The philosophy is that when a house is turned upside down, the foundation is above, and the roof is below, what is in it will fall apart. This community can at least be a place to live for people from broken families. On August 14, 2015, Dian Yunita Wulandari and co-founders Rahman and Abdul Jalil established this community to help broken-home children deal with the emotional fallout of the trauma they had experienced. Twitter, Facebook, Instagram, and Path were some of the social media platforms utilized to publicize the launch of this community. "Call for Survivor" was the name of the first event organized by the Hamur Community. In addition to its other goals, this community hopes to serve as a "house" where members can come to share experiences, learn from one another, and give and receive love.

Nevertheless, it is also about changing people's minds about broken-home children. Hamur Community's key plans consist of both formal activities (training and inspiration classes) and non-formal ones (anjaksanaan, visits, and other social gatherings) [Indah Wulandini, Interview Results; March 8, 2021; 10:15]. The Hamur Community is home to hundreds of broken-home survivors. A reliable confidant with whom to share the hardships of growing up without a biological family, a springboard for personal growth, and a rock-solid support system, the Hamur Community has been and will continue to be all these things and more for its members.

Many studies have proven the importance of positive communication to a person's mental healing. Hartono and Shanti (2018) demonstrated that using empathy, sincerity, motivation, and practical advice could create a picture of supportive communication in a friendship. It is the foundation of supportive peer-to-peer communication for emotional regulation in first-year students. Parents' supportive communication with their children has two characteristics, empathy and confidentiality (Theresia Indira Shanti et al., 2021). A child's perception that their parents care about and can meet their needs is greatly enhanced when their parents exhibit empathy for them. One aspect of keeping secrets is for parents to not talk about their children to other people without getting their approval beforehand. Children's willingness to share with their parents demonstrates that trust is still essential to their relationship. Macgeorg (2005), meantime, discovered a positive relationship between academic stress and depression. Both went down as people were able to rely on their loved ones for more and more information.

This study is one of the few to examine the effects of friends' supportive communication on broken-home children to alleviate their emotions of chronic trauma and support them. The students' ability to think critically and solve problems

stands out. This study aims to uncover the process of supportive communication between the caretakers and members of the Hamur Community through two pairs of informants.

LITERATURE REVIEW

Interpersonal communication

Communication between human beings, particularly people in close personal relationships, is known as interpersonal communication. It is the type of interaction most people have on a regular basis with their parents, friends, teachers, and romantic partners; it takes place in a one-on-one context and is conducted entirely in person. Conversation makes getting to know other individuals and developing relationships with them possible (Rahmi, 2021). Openness, optimism, empathy, support, and equality are all components of good interpersonal communication (De Vito, 2009). To be open is to welcome the thoughts and ideas of others, value their contributions, and share relevant information with others. Positivity entails treating people with dignity, keeping an open mind, not being unduly suspicious, appreciating the worth of others, and being committed to teamwork. Support demonstrates each party's commitment to open communication. Equal treatment recognizes that all sides bring something to the table and deserve respect. Empathy is the ability to comprehend other people's motives, experiences, feelings, attitudes, hopes, and desires. If the conversation between two people makes them feel closer, the conversation succeeds. Effective interpersonal communication requires at least three elements: (1) the communicant receives the same message as the communicator; (2) voluntary acts follow it; and (3) it enhances the quality of relationships.

Supportive Communication

The theory of survival and support, commonly known as the "categories of defensive and supportive behavior" theory, contends that every person's repertoire of behaviors includes both those intended to protect and help them. If the speaker's sense of identity is endangered, he will become defensive. There are six types of protective behavior, and this theory provides techniques for managing each.

- a. Evaluation involves judging others, such as commending or condemning them.
- b. Control behavior alters other individuals' attitudes, actions, and behavior.
- c. A strategy is a method or deception to influence others.
- d. Neutrality entails not distinguishing between individuals and not disregarding their emotions and experiences.

- e. Superiority demonstrates that someone is higher than others in power, intelligence, prosperity, or physical attractiveness.
- f. Certainty is a person who wants to triumph alone and believes he is the most virtuous individual.

People who behave defensively are intolerant, dishonest, and lacking in empathy. Interpersonal communication will fail with a defensive attitude, as defensive individuals prioritize protecting themselves from communication hazards over comprehending others. A supportive communication strategy can be implemented as follows to address the primary problem of defensiveness and promote attitude or behavior change.

- a. Description expresses one's feelings and perceptions of others without judgment or assigning blame.
- b. Problem orientation includes collaborative problem-solving and goal-setting to achieve objectives.
- c. Sincerity is the defining characteristic of spontaneity; there is no ulterior motive.
- d. Empathy refers to accepting another as a person.
- e. Similarity is an attitude that disregards differences.
- f. Provisionalism is the disposition to reconsider one's opinion.

Effective interpersonal communication occurs when two persons exhibit the following attitudes: if one is defensive, the other is supportive, or evaluative-descriptive, control-orientation, strategy-spontaneous, neutrality-empathy, superiority-equality, and certainty-provisionalism (Liliweri, 2017).

Accurate message delivery, mutual encouragement, and a strengthened relationship are hallmarks of supportive communication. The most effective way to resolve a disagreement, regardless of size, is through mutually supportive communication in which both parties are praised and heard. This communication focuses on providing support, giving affirmation (appreciated or acknowledged), willingness to share the burden (a non-verbal way of reducing the burden by helping or taking on extra burdens), offering a willingness to cooperate (also a non-verbal way of making decisions and obeying with agreed demands), giving an award (as a form of thanks or appreciation).

Furthermore, supportive communication also involves providing alternative solutions to problems (forms of information to help during emergencies or potential emergencies by giving ideas), giving social cues (greetings, smiles, or hugs), willingness to perform joint activities (feeling a connection with other people), willingness to provide affirmation (providing confidence, especially when someone is unsure of the direction or decision to be made), and a willingness to listen (showing understanding,

recognition, and empathy) (DeNobile, 2013). Therefore, effective communication is predicated on congruence between what is said and what is felt, on making the other person feel like he matters and that his thoughts and feelings are respected, and on knowing not only how to convey messages but also how to be a good listener for the communicant.

Defensiveness, which comes from the term defensive, which means to defend or protect oneself, is the fundamental difficulty that often emerges when the concept of supportive communication is not carried out effectively and leads to unfavorable effects. The lack of receptivity, dishonesty, or empathy in a person causes him to become defensive. Defensive people are more concerned with avoiding the hazards they perceive in communication settings than with hearing and processing the information sent by others (Rakhmat, 2012). Children's emotional openness with their parents, confidence in their parents, harmonious and honest dialogue within the family, and strong closeness among family members are all positive outcomes that can be fostered through supportive communication (Hana, 2014).

Broken-Home

A broken home is a family estranged from one another for any reason. The phrase "broken-home family" refers to a dysfunctional family unit that has experienced parental separation. Some people associate a broken home with an unstable family dynamic, where the parents often argue. Children are often the unintended victims of parents' divorces or separations (Khoiroh et al., 2022). Therefore, broken-home children are those whose parents have divorced or been separated. They will encounter different mental effects, such as stress.

The severe emotional trauma of a divorce can leave deep, long-lasting scars on one's sense of self-worth. Therefore, children might develop psychological trauma after being exposed to a traumatic event. Many people report difficulty releasing negative emotions such as anger and resentment following traumatic experiences. The many forms of trauma are described as follows (Pawitri, 2021).

- a. Acute trauma is the outcome of a recent, potentially life-threatening or emotionally taxing event.
- b. Repeatedly experiencing traumatic events, such as sexual assault, domestic abuse, or bullying, can lead to chronic trauma.
- c. When many traumatic events occur simultaneously or in close succession, the result is complex trauma.
- d. Secondary trauma develops after prolonged exposure to people already experiencing high-stress levels.

Broken-home children endure chronic trauma, one of the four forms of psychological trauma, since they are repeatedly exposed to grief and stress due to their parents' divorce.

RESEARCH METHODOLOGY

This research employed a qualitative approach to explore and comprehend how people interpret social or personal predicaments. It belongs to a descriptive study in which the results are described and analyzed but not utilized to draw broad conclusions (Sugiyono, 2006). Two pairs of caretakers and members of the Yogyakarta Hamur Community served as the major informants for this study. They were HF (caretaker) and AN (member), as well as AD (caretaker) and DD (member). Both members were broken-home adolescents. In-depth interviews were applied to collect data. An in-depth interview is a method of gathering information by probing the minds of informants and learning about their societal experiences (Sutopo, 2002). Purposive sampling was employed, and the criteria for research informants were that they had joined the Hamur Community for at least three years and had attended trauma therapy at least five times. These adolescent informants were survivors of childhood trauma who had become active participants in the Hamur Community's recovery program.

The three components of qualitative or interactive analysis are data reduction, data display, and conclusion formulation. This procedure does not need to be performed in order but can happen simultaneously (Sugiyono, 2006). In qualitative research, ensuring the reliability of data is accomplished through the use of source triangulation methods. Researchers engage in triangulation when they attempt to collect information from many independent sources on the same topic. It means the researchers compare data from several sources to conclude the quality of the original data (quoted in Pawito, 2007).

FINDINGS AND DISCUSSION

In-depth interviews with two pairs of informants (HF-AN and AD-DD) provided the data for this study. They were caretakers and broken-home adolescents who were members of the Yogyakarta Hamur Community. Supportive communication between caretakers and members of this community was conducted concerning six indicators of supportive behavior: description (non-blame behavior), problem orientation (focus on solutions), spontaneity (honesty), empathy (understanding feelings), equality (eliminating gaps), and provisionalism (openness to criticism).

Informant Profile

a) First Informant Pair (HF and AN)

HF was one of the Hamur Community's caretakers, especially concerning public relations. He came from Jakarta and was a student at the Department of Psychology. In 2018, he began to participate in the Hamur Community. He came from a broken-down family and believed there must be a community sheltering friends with a similar predicament. He discovered the Hamur Community after conducting a Google search and seeing a website with a contact person listed. He believed that individuals who had been through a similar situation could better understand his feelings and necessity. He joined the community two years ago and was named caretaker in 2020.

AN was a 20-year-old Hamur Community member from Surabaya, currently studying Physics. She was the first of two siblings. She joined this community after hearing about it from her counselor teacher. This community met her needs as a location to express stories and gave her the impression that the community's caretakers encouraged her.

b) Second Informant Pair (AD and DD)

AD was a caretaker of the Hamur Community, particularly in the creative field. She came from East Java and had been pursuing a degree in Animal Husbandry. In January 2020, she began participating in the Hamur Community and was appointed caretaker. She initially learned about this community through Instagram. She joined the community to befriend others with a similar background, notably a broken home family. She did not feel isolated and was aware that numerous community friends had inspired her to overcome difficulties.

Meanwhile, DD was a member of the Hamur Community who came from East Java. She was the first of three siblings. Since 2020, DD has been an official member of the Hamur Community. She learned about the community from a friend. She was instantly intrigued to become a member after learning about it. She joined the Hamur Community because she wanted a place to tell stories and exchange experiences with caregivers and other broken-home children.

Supportive communication between caretakers and clients

a) Description (not blaming)

Instead of solving the problem or improving the situation, placing blame on others makes one appear to be evading accountability. Those who constantly shirk their ob-

ligations stunt their growth. The more someone constantly puts the blame on others, the more helpless he will feel (Lubis, 2017).

Since AN did not want her father to have a second wife, she felt a deep animosity toward her father. Disappointed, AN considered taking her own life. HF did not criticize AN's demeanor or even mention it. He avoided saying anything that could hurt AN's feelings and instead offered words of wisdom as an homage to the daughter he knew her father did not appreciate. When people treat one another with dignity and respect, it improves society and the human condition. The capacity to treat other people appropriately, in the sense that it conforms with the norms and regulations that apply, is what is meant when talking about respecting other people. The word "appropriate" means not harassing (demeaning), not violently acting, not killing, and all other negative things (Panjaitan, 2014).

Meanwhile, neither AD nor DD ever blamed each other; for example, when DD complained that she was losing strength and about quitting, AD listened patiently before reminding her that she still had a ways to go. Despite coming from a broken home family, AD believed anything was possible. Sometimes, the offender is not even aware that he has engaged in the attitude of blaming others (projection), despite its widespread recognition and attractive presentation. One will always feel down and stressed if he continually finds fault with others. One's health is put at grave risk by this kind of pressure. Therefore, it is crucial for a person to constantly have high levels of emotional intelligence to eliminate the habit of blaming others and to raise the love he feels for everything and everyone (Lubis, 2017).

b) Problem orientation

Emotional and social assistance are both forms of help that can be given to people in need (Puniman, 2018). AN, who has been traumatized and extremely disappointed in her father, was HF's primary focus as he worked to solve the situation. HF encouraged AN to keep her chin up in the face of hardship by offering sound advice. He claimed none of the parents hated their children, and not all broken-home children failed to live life. HF wished for AN to have various things, including the inability to hate one's parents and avoid becoming highly depressed.

In the second pair of informants, AD heard DD vent about how the tragedy of her parents' divorce made her distrustful of men and hesitant to pursue romantic attachments. AD warned that it was unsafe to generalize about males because no two guys had identical personalities. Nothing should stand in the way of a person following religious guidance and pursuing romantic commitment. As a caretaker, AD wished DD not to give up easily, not to be frightened to have a household, not to be embarrassed by the state of a broken family, and not to let the negative societal

stigma regarding the status of a broken-home child affect her. AN and DD paid close heed to the suggestions.

Listening and encouraging one another can go a long way toward resolving conflicts and advancing shared goals. Scissons argued that caretakers could earn members' trust by demonstrating that they hear and appreciate their concerns. An efficient way to acquire information from members without the danger of asking questions is to reflect on what members communicate (quoted in Aminah, 2018).

c) Spontaneity (honesty)

Relationships are fragile and can be harmed by lying. Dishonesty destroys the community by sowing discord and distrust among people, making them no longer aid one another (Puniman, 2018). The HF-AN informant pair had a long history of deceit but eventually learned to trust one another. However, when time was of the essence, HF continued to lie. He added that despite AN's many failures to live up to her father's expectations, her father still loved and missed her. It was performed to keep AN from giving up hope. However, to keep things amicable between them, this informant pair occasionally engaged in the practice of telling white lies. White lies are communications in which some or all of the truth is withheld to protect reputations, spare humiliation, and benefit persons on both ends of the conversation. Generally speaking, communicating is seen as fair because it does not go against any legal or ethical standards (Timotius, 2007).

However, AD was not the sort of person who would ever lie. She said something genuine without understating or overstating it. The guiding premise of AD was that there was no such thing as a lie. Ibung (in Hendrawati, Wahono, and Setiawan, 2019) defined honesty as the capacity to admit one's feelings, thoughts, or actions to others, which can be interpreted as a definition of spontaneity or honesty while narrating stories. A person can escape the guilt of lying by confessing what he thinks, feels, and acts as it is.

d) Empathy (understanding feelings)

Supportive communication is bolstered by the ability to convey empathy (Ibrahim, 2004). Communicating with an awareness of the other person's perspective is seen as a way to reassure and comfort them (Zainab D. Blell et al., 2010). Since HF could relate to AN's situation, he tried to hear and process AN's words. A broken-home family and a social stigma had left her feeling let down, furious, humiliated, and ultimately inferior. HF-AN could boost each other's confidence and help them experience more joy because they learned to empathize. Empathy for them is impossible without information about the other person's situation.

Therefore, empathy requires learning as much as possible about the situation around them. Paying attention to what people say can help one make sound decisions (Kristiono, 2018).

Regarding DD's emotions, AD was always in the loop. AD's care took the shape of direct assistance by encouraging DD to work over her trauma to succeed in a relationship and eventually trust men. According to Eisenberg (quoted in Knapp, 2011), supportive communication will involve pro-social actions. One's mental health benefits from engaging in pro-social behavior, such as boosting mood, lowering stress, and the likelihood of developing depression.

e) Equality (eliminating gaps)

The goal of any discussion should be to reach a consensus on how to approach a subject that interests both parties (Samani, 2012). Problem-solving discussions are held with the ultimate goal of gaining a more in-depth grasp of the topic at hand or reaching a consensus on it as a group (Sabri, 2005:56). The HF-AN informant pair had regular conversations, seldom interrupted one another, and listened to each other's stories until the end. HF avoided topics that might lead to disagreements to keep things amicable with AN. It was standard practice for HF and AN to attend any get-together with caretakers or members of the Hamur Community. People's capacity for understanding and empathizing with others affects how they perceive themselves, and uninterrupted conversations between people can help prevent conflict (Rustan, 2015).

In the AD-DD informant pair, AD played the role of DD's closest friend, which helped her adjust and feel at ease in a matter of days. When a person develops an attitude of not emphasizing differences (equality), friends must tell and know all the secrets that are hard to discuss with other friends. They desire to confide in one another and discuss issues, facts, and secrets. They are open about their emotions and try to avoid hurting each other. Their friendships can affect adolescents' mental, emotional, and even spiritual health (Diananda, 2019).

There has never been a disagreement between AD and DD since they always prioritized consulting with one another before making any major decisions. Because they were on the same frequency and could understand one another, they never found it necessary to criticize one another. According to Ngalimun (2018), sharing is a type of interpersonal communication that focuses on exchanging perspectives and recounting personal experiences in talks between two or more individuals. The desire to improve one's life is intrinsic to every facet of existence.

Interactions can come out of the blue in formal and informal communication forms. In Islamic and modern cultural ethics, interrupting someone during a discussion is

considered rude (Al Amin, 2018). However, AD repeatedly cut DD off during their conversation since she was retelling the same story. Nevertheless, AD first apologized before doing so.

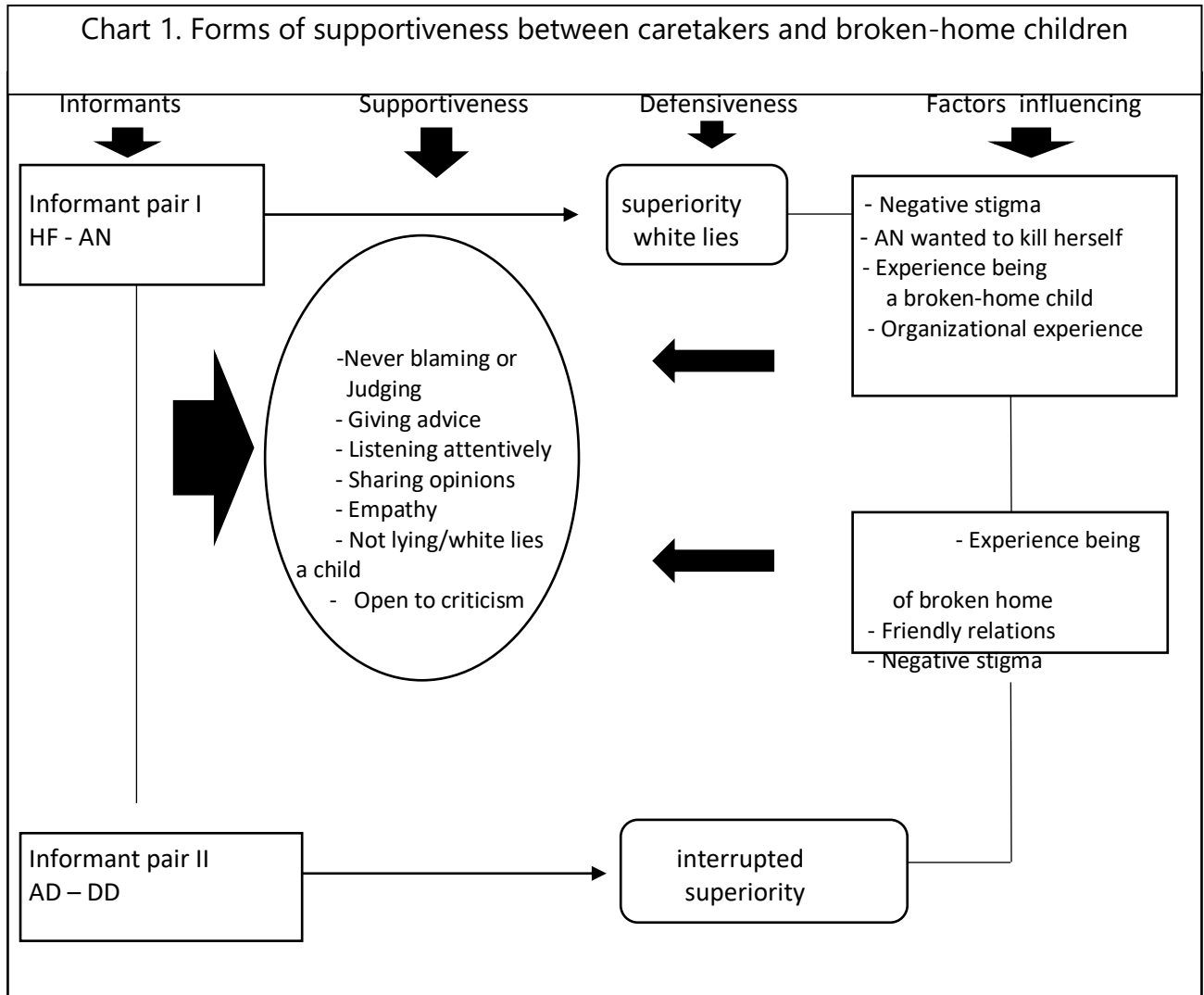
f) Provisionalism (open to criticism)

An attitude of provisionalism requires magnanimity. Accepting the viewpoints of others and the belief that one's views are provisional necessitates an open mind and the ability to take constructive criticism. In the event of a disagreement, HF and AN agreed to have a conversation to determine whose point of view was more positive.

Because of HF's caretaker role, he frequently viewed himself as superior to AN. He was unable to set aside his status, resulting in chasms that made dialogue difficult and AN uneasy. It also contradicts organizational ethics, which states that when one person has more authority or skill than others, there will be a gap. Dominance refers to a position from which control and superiority can be exercised (Purwaningsih, A and Magdalena, 2017). This behavior will persist even after being criticized. Critiquing people aims to confront them with the truth responsibly, hoping they will better themselves. AN felt awkward because HF was a guy and not his *mahram*. Therefore, she reprimanded him for patting her on the shoulder. However, HF claimed that it was quite normal. HF's actions do not align with the organization's norms—the unwritten behavioral standards that prevail among employees (Suroto, 2014).

While AD also failed to adhere to basic standards of polite discourse. Paramata (in Sihombing et al., 2020) argued that being polite teaches excellent manners, such as keeping the voice down, not interrupting others, and accepting constructive criticism. AD's tendency to interrupt DD's chats remained unchanged. AD acted this way because she was the firstborn. According to studies, the eldest child is typically the one who is taught leadership skills and tasked with responsibilities such as supervising younger siblings. They are adolescents who feel they know everything and are classified as dominating and autonomous (Vitamins, 2003).

The following chart illustrates the supportive communication between the two pairs of informants.



The chart exhibits how the informants' supportive communication was significantly enhanced because they both experienced childhood trauma due to their parents' divorce. Ambrosi (2009) suggested that one facet of empathy is the ability to experience profound anxiety when confronted with a tense social setting. Through personal distress, caretakers could better offer compassionate guidance to deal with negative social stigma about broken-home children.

CONCLUSION AND IMPLICATIONS

Research results unveiled that the first pair of informants (HF-AN) successfully communicated descriptive, empathetic, and provisional supportive communication. It was characterized by not blaming, advising one another, and listening attentively. White lying and HF's excellent caregiving skills for AN as a client remained a mutual risk for them. The second pair of informants (AD-DD) successfully performed supportive communication in descriptive, empathy, spontaneity, and provisionalism. Such behavior entailed avoiding placing blame, exchanging views, being honest, and being open to criticism. Challenges persisted due to the AD's habit of interrupting DD when she talked.

The client should not hate her parents too much and not get too carried away in sadness were examples of messages that became emotional support (advice) to the first pair of informants. Meanwhile, in the second pair of informants, the client was encouraged to take marriage seriously and to keep trying. The two caretakers also urged their clients not to feel guilty about their broken families and to disregard the widespread bad stereotypes associated with them. Caretakers and members had all been through the same thing—growing up in a broken-home family—making it effective to provide support. It has the potential to raise genuine awareness, which could be utilized to combat societal stigma.

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