



When the Familial Change: The Impact of Parental Divorce on Children's Learning Styles

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ABSTRACT

The dissolution of a family unit through divorce represents a significant social phenomenon with a profound impact on children's psychological and academic development. The impetus for this study is the rising incidence of divorce in Kajai Village, Padang Pariaman, West Sumatra, Indonesia which has resulted in a range of challenges for children affected by these circumstances. The objective of this study is to examine the impact of parental divorce on children's learning styles and its subsequent effect on their academic performance. A qualitative research approach was adopted, with data collected through observation, in-depth interviewing and document analysis. The research subjects comprised children affected by divorce, their parents, and school personnel, who were selected as key informants for the purposes of this study. The data were subjected to descriptive and analytical analysis in order to gain a comprehensive understanding of the challenges faced by the children. The findings indicate that parental divorce has an impact on children's psychological well-being, which in turn affects their learning styles and academic performance. It is evident that children who have experienced parental divorce often display a range of emotional and behavioural difficulties, including difficulties in maintaining concentration, feelings of sadness, guilt and excessive anxiety. Such difficulties have the potential to have a detrimental impact on their learning outcomes. Nevertheless, some children were able to develop adaptive strategies and demonstrate satisfactory academic achievement. It is of great significance to consider the role of supporting factors, such as family support, the school environment, and individual resilience, in determining the varying responses of children to divorce. This research makes a novel contribution to the field by elucidating the diverse learning styles of children from divorced families, a topic that has been underexplored, and delineating the supporting factors that can facilitate children's adaptation. It is anticipated that the findings of this study will inform the provision of appropriate psychological and academic support for children affected by parental divorce, and serve as a reference for families, schools and policymakers.

Keywords: Divorce, Learning Styles, Academic Achievement, Child Psychology, Adaptive Strategies

ABSTRAK

Perceraian orang tua merupakan fenomena sosial yang memiliki dampak signifikan terhadap perkembangan anak, baik dari segi psikologis maupun akademis. Penelitian ini berangkat dari latar belakang adanya peningkatan kasus perceraian di Desa Kajai, Padang Pariaman, yang menimbulkan berbagai permasalahan dalam kehidupan anak-anak sebagai korban. Penelitian ini bertujuan untuk mengeksplorasi pengaruh perceraian terhadap gaya belajar anak serta dampaknya terhadap prestasi akademis mereka. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data berupa observasi, wawancara mendalam, dan studi dokumentasi. Subjek penelitian terdiri dari anak-anak korban perceraian, orang tua, dan pihak sekolah sebagai informan kunci. Data yang terkumpul kemudian dianalisis dengan pendekatan deskriptif analitis untuk mendapatkan pemahaman yang mendalam terkait permasalahan yang dihadapi. Hasil penelitian menunjukkan bahwa perceraian orang tua memengaruhi kondisi psikologis anak, yang berdampak pada variasi gaya belajar dan prestasi akademis mereka. Anak-anak cenderung mengalami masalah konsentrasi, rasa sedih, perasaan bersalah,

dan kecemasan berlebih yang berimbas pada penurunan kinerja belajar. Namun, terdapat beberapa anak yang mampu mengembangkan strategi adaptif dan menunjukkan prestasi belajar yang baik. Faktor pendukung seperti dukungan keluarga besar, lingkungan sekolah, dan ketahanan mental individu menjadi penentu utama dalam perbedaan respons anak terhadap perceraian. Novelty dari riset ini terletak pada pengungkapan variasi gaya belajar anak korban perceraian yang belum banyak dieksplorasi, serta pemetaan faktor-faktor pendukung yang dapat membantu anak beradaptasi secara lebih efektif. Hasil penelitian ini diharapkan dapat menjadi rujukan bagi keluarga, sekolah, dan pemangku kebijakan dalam memberikan pendampingan psikologis dan akademis yang tepat bagi anak-anak korban perceraian.

Kata Kunci: *Perceraian, Gaya Belajar, Prestasi Akademis, Psikologi Anak, Strategi Adaptif*

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A. INTRODUCTION

The family unit represents the fundamental basis for a child's development, providing a sense of security, emotional support and a conducive learning environment (Gaspar et al., 2022); (Morris et al., 2007);(Thomas et al., 2017). In accordance with Bronfenbrenner's Ecological Systems Theory, the family plays a pivotal role within the microsystem, exerting a direct influence on a child's developmental trajectory (Bronfenbrenner, 1979). When the familial structure is disrupted by divorce, children frequently experience a loss of stability and support, which are crucial for their growth and development. Such a change has ramifications that extend beyond the emotional domain, also influencing the child's learning style (Özdoğan, 2011).

The phenomenon of divorce is becoming increasingly prevalent in a number of countries, including Indonesia, where the divorce rate is reported to be rising year on year (Sheykhi, 2020);(Fine et al., 2024);(Brown & Lin, 2022);(World Population Review, 2024). This phenomenon has implications not only for the couples who are separating but also for the children who are experiencing this significant upheaval. The extant literature indicates that divorce presents children with a range of complex challenges, including emotional disturbances and difficulties in adapting to new social and academic environments. In the context of education, children from divorced families often display a reduction in motivation, difficulty concentrating, and instability in learning patterns (Kelly, 2000);(D'Onofrio & Emery, 2019);(Sorek, 2019).

From a psychological perspective, Bowlby's Attachment Theory provides a framework for understanding the impact of divorce on a child's relationship with their parents (Holmes & Holmes, 2014). The dissolution of a marriage frequently results in a deterioration of the emotional bond between a child and their parents, which in turn gives rise to an insecure attachment. This condition engenders a sense of insecurity that can impede a child's ability to focus and instill confidence in their learning. Meanwhile, Self-Determination Theory (SDT) places emphasis on the significance of fulfilling fundamental human needs, namely autonomy, competence and relatedness. These needs are frequently disrupted in families experiencing divorce. The inability to meet these needs impedes children's ability to reach their full potential in learning (Ryan & Deci, 2014);(Legault, 2017).

Recent studies have yielded greater insight into the impact of divorce on children's

learning styles. The findings of Amato and Sobolewski indicate that stress resulting from family conflict may have an adverse impact on children's cognitive abilities, including working memory and problem-solving skills (Amato & Sobolewski, 2001). This is corroborated by neuropsychological research indicating that chronic stress impinges upon the maturation of brain regions responsible for regulating emotions and attention.

Furthermore, Çaksen, (2022) identified that the impact of divorce is contingent upon the age of the child at the time of the divorce, the level of conflict between the parents, and the availability of social support, as evidenced by their longitudinal study. In the early years of childhood, behavioural regression is a common occurrence. Adolescents, on the other hand, are more susceptible to identity crises and a lack of motivation to learn (Rothenberg et al., 2020);(Kapetanovic et al., 2020). In the context of Indonesian culture, where divorce is often viewed with disdain or shame, children may encounter heightened pressure from the social environment, which could exacerbate the psychological and academic consequences.

The aforementioned impacts are not exclusive to the domestic sphere; they also extend to the school and social environments. Children from divorced families frequently experience significant disruptions, including relocations, erratic schedules, and diminished parental attention due to the need to address personal conflicts (Schaan et al., 2019);(C. M. Lee & Bax, 2000). Such changes give rise to uncertainty, which in turn affects children's learning styles, for example, through a lack of discipline, low motivation or difficulty in absorbing learning materials (Kleinschlömer & Krapf, 2023);(Miralles et al., 2023).

The experience of divorce has been demonstrated to exert a profound influence on children's learning styles, with a multitude of internal and external factors contributing to this complex interaction. From an internal perspective, children may be experiencing negative emotions such as anxiety, anger, or sadness, which can impede their ability to focus. From an external perspective, alterations in parenting and familial dynamics give rise to further obstacles, including a dearth of emotional sustenance, financial strain, and shifting social norms(Anthony et al., 2014);(Frimmel et al., 2024);(Cano & Gracia, 2022). Furthermore, gender differences have been identified as a factor influencing children's responses to divorce. The available evidence indicates that boys are more likely to display aggressive or rebellious behaviour, whereas girls are more susceptible to anxiety and depression. These two responses have an impact on learning capacity in different ways (Kågesten et al., 2016);(Gurieva et al., 2022);(Coyle & Fulcher, 2022).

In light of the multifaceted impact of divorce, this study seeks to elucidate the manner in which parental divorce affects children's learning styles. By integrating developmental theory, current research, and cultural context, this study not only explores the emotional and cognitive impacts but also elucidates the role of the social and academic environment in shaping children's responses.

It is anticipated that the findings of this study will inform the development of more inclusive interventions, including school counselling programmes, parenting training for post-divorce parents and educational policies that are responsive to the needs of children from divorced families. This holistic approach is designed to facilitate the children's ability to establish new stability in their lives and to maintain the quality of their learning in spite of the challenges they face. This background suggests that an understanding of the impact of divorce on children's learning styles is not only important from an academic perspective, but also as a means of building a better future for future generations.

B. METHOD

This study employs a qualitative approach (Austin & Sutton, 2014), utilising a case study method to examine the impact of parental divorce on children's learning styles in Kajai Sungai Rotan Village, Pariaman City. The selection of this village was informed by its strong family values and local culture, which have a significant influence on the lives of children from divorced families.

The study's participants included ten school-age children (aged 7–15 years), eight parents, and four teachers. In addition to children as the primary subjects, parents and teachers were also involved to understand parenting patterns and environmental support for children's learning processes.

The data were collected through three main techniques. In-depth interviews were conducted semi-structured with children, parents, and teachers to explore their experiences. Participatory observation entailed direct observation of children's activities in the home environment, the school environment, and the social environment. Documentation such as school reports and learning notes was analysed to complement data from interviews and observations.

Thematic analysis techniques were utilised to analyse the obtained data. This process includes interview transcription, coding to identify main themes such as "changes in learning styles" and "family support," and interpretations associated with relevant theories, such as Attachment Theory and Self-Determination Theory. To ensure the accuracy of the results, this study applied source triangulation by comparing data from children, parents, and teachers, as well as member checking to confirm the findings with participants. Furthermore, an audit trail was utilised to systematically record the entire research process.

C. RESULT AND DISCUSSION

1. Parental Divorce Factors

The findings of research conducted in Kajai Village, Padang Pariaman, indicate that divorce in families is not an isolated phenomenon, but rather a complex phenomenon influenced by a multitude of factors. These factors encompass social, economic, cultural, and psychological aspects. These factors can be described as follows:

Firstly, economic instability is identified as a significant precipitating factor in the occurrence of divorce. A significant proportion of families in Kajai Village are unable to meet their basic daily needs. Insufficient income on the part of the husband, coupled with the burden of large family responsibilities, frequently gives rise to prolonged conflict between husband and wife. This situation can result in feelings of frustration and dissatisfaction, which may ultimately lead to the dissolution of the marriage (AZ, personal interview, 2024).

Secondly, differences of opinion and the occurrence of frequent quarrels represent a significant contributing factor. A significant number of couples are unable to identify a common position on the resolution of family-related issues, which in turn gives rise to the emergence of irreconcilable differences. This state of disharmony within the household can be precipitated by a lack of effective communication, the presence of high egos, and an inability to comprehend one another's perspectives (BNS, personal interview, 2024).

Thirdly, infidelity or the involvement of a third party, either from the husband or

wife, is a frequently cited reason for divorce. This condition frequently emerges as a consequence of discord within the domestic environment or a lack of satisfaction with one's partner (PTR, personal interview, 2024). Fourthly, divorce may also occur as a result of the death of one of the partners, which is referred to in customary terms as divorce by death. In such cases, children who are abandoned by one parent frequently suffer considerable psychological and social consequences (MA, personal interview, 2024). Fifth, the practice of early marriage is also prevalent in Kajai Village. Marriage at a young age is frequently the result of social or customary pressure, despite the couple's lack of emotional maturity or economic readiness. This often leads to marital conflicts that ultimately result in divorce (DF, personal interview, 2024).

Sixth, a lack of comprehension of the roles and responsibilities of each partner in a domestic setting can frequently result in an imbalance of power and a concomitant sense of dissatisfaction. One of the reasons for divorce is a lack of preparation for the responsibilities inherent to household life (YT, personal interview, 2024). Furthermore, the family or social environment is also a significant contributing factor in the occurrence of divorce. The involvement of external parties can exacerbate pre-existing conflicts, particularly when the extended family exerts influence over the decisions of the husband or wife (ER, personal interview, 2024). The following table presents the factors associated with divorce in a structured format for enhanced clarity and comprehension.

Table 1:
Factors Contributing to the Dissolution of Marriage

No	Causative factor	Description
1	Economic Factors	Economic instability, low income, and difficulty meeting daily living needs.
2	Conflict and Disharmony	The recurrence of altercations can be attributed to a number of factors, including differing perspectives, ineffective communication, and the influence of individual ego.
3	Adulterous spouse	The occurrence of an extramarital relationship or the involvement of a third party that results in the erosion of the betrayed partner's trust.
4	Demise of One the Partners	A dissolution of marriage resulting from the demise of one of the partners (divorce by death).
5	Early Marriage	The couple displays a lack of emotional and economic maturity, which renders them susceptible to conflict.
6	A lack of comprehension of the rights and obligations.	A lack of preparedness to fulfil the roles and responsibilities inherent to domestic life.
7	The influence of familial.	The presence of external factors, such as the influence of extended family members or environmental conditions that intensify the couple's conflict, can also contribute to the deterioration of the relationship.

The data presented above indicates that divorce in families in Kajai Village, Padang Pariaman, is not a sudden phenomenon, but rather the result of a complex interplay of interrelated factors. Among these various factors, economic problems emerge as the most significant primary trigger. Economic instability, such as low income, unemployment, and difficulty meeting basic family needs, frequently serve as sources of tension within households. The limited economic conditions result in psychological pressure for couples, both husbands and wives, due to their inability to meet the expectations of a decent standard of living. The accumulation of economic burden then gives rise to feelings of frustration, dissatisfaction and even a sense of failure in fulfilling the role of head of the family or household manager. This ultimately results in prolonged conflict that is challenging to resolve.

The economic inequality that occurs in Kajai Village can be understood through the lens of Karl Marx's Social Conflict Theory, which posits that limited access to adequate economic resources is a primary driver of social inequality. In this context, couples in lower economic strata tend to experience heightened stress levels, as limited resources give rise to competition between family members' needs (Marx, 1975). For instance, the allocation of resources to meet basic needs, such as food, clothing, and education, frequently gives rise to conflict between spouses when the income is inadequate. This imbalance then gives rise to feelings of mutual blame and the formation of emotional distance within the marital relationship (Orsini, 2024).

Furthermore, the situation is compounded by the paucity of employment prospects in rural areas, which compels the majority of individuals to rely on the informal sector or engage in agricultural activities with uncertain incomes. This situation serves to reinforce the economic dependence of the family unit on a single individual, who is typically the husband (Andrew, 1975);(H. L. Ross & Sawhill, 1977). Consequently, when the husband's income is disrupted, the stability of the household is also threatened. In such circumstances, women's capacity to act as economic supporters is frequently constrained by restricted access to education and skills, which renders it challenging for women to secure gainful employment. If not properly managed, this imbalance in economic roles between husband and wife has the potential to become a source of deep dissatisfaction (D. B. Ross et al., 2019);(SAYER & BIANCHI, 2000);(Piao, 2021).

Moreover, prolonged economic stress frequently has a cascading effect that impacts other aspects of family life, including the quality of communication, intimacy, and shared decision-making. It has been demonstrated that couples experiencing financial difficulties are more prone to engage in repetitive minor disagreements. This is attributed to the fact that the physical and emotional exhaustion that accompanies such circumstances renders them less capable of regulating their emotions (Friedline et al., 2021);(S. Lee et al., 2021);(French & Vigne, 2019). In such circumstances, the institution of marriage becomes a source of contention rather than a forum for constructive dialogue, thereby undermining the very foundation of harmonious relations. Conger et al., demonstrated that economic stress is directly correlated with increased conflict within the family, a decline in communication quality, and emotional breakdowns between couples (Conger et al., 1994).

In a broader sense, this phenomenon can also be linked to Dietz's dependency theory, which posits that villages like Kajai are situated within an economic structure that is dependent on urban economic centres (Dietz, 1980);(Friedmann & Wayne, 1977). The

inability of the rural economic system to provide opportunities for increased welfare results in communities becoming trapped in a cycle of poverty that is difficult to break. Consequently, initiatives to enhance the quality of family life are frequently impeded, resulting in divorce becoming a means of escape for couples who are no longer able to endure the economic pressures and constant conflict that characterise their lives.

In addition to economic factors, household conflict and disharmony represent significant causes of divorce in Kajai Village. The recurrence of arguments, particularly those precipitated by discrepancies in opinion, ineffective communication, and an unwillingness to negotiate, gives rise to circumstances that become increasingly challenging to resolve. In the event that both parties are unable to identify a mutually acceptable solution to the problem, the conflict is likely to evolve into a more complex issue, resulting in the emergence of emotional rifts between the couple. In this context, the ability to communicate effectively and to resolve conflicts in a constructive manner is of paramount importance for the maintenance of household stability. However, many couples find themselves trapped in negative communication patterns, such as blaming each other, offering criticism without proposing solutions, and ignoring each other.

Within the framework of family systems theory, household conflicts frequently emerge as a consequence of role imbalance, a lack of coordination, and poor communication patterns between family members. This imbalance results in the family system failing to operate in a harmonious manner (Gavazzi & Lim, 2020). To illustrate, when one partner feels unduly burdened with economic or domestic responsibilities, feelings of unappreciation and dissatisfaction may ensue, precipitating conflict. This theory posits that the family is an interdependent system, whereby disturbances in one element of the system will result in disturbances in the dynamics of the entire family (Giovannini, 2024).

Doohan's research lends further support to this view, indicating that couples who exhibit poor communication skills and are less adept at resolving conflicts constructively are more likely to experience marital dissolution (Doohan, 2014). As Doohan posits, there are several detrimental communication patterns that frequently manifest in couples. These include stonewalling (i.e., evasive communication), demeaning criticism, and defensive behaviour that impedes problem-solving (Doohan, 2014). When couples remain trapped in this negative communication cycle, their relationship will become increasingly distant and difficult to maintain. Even minor issues can potentially escalate into significant disagreements that erode intimacy and trust within a marriage (Johnson et al., 2022).

Furthermore, household disharmony is frequently influenced by unrealistic expectations within the context of marriage. It is not uncommon for couples to have elevated expectations of each other's roles. However, they often fail to engage in constructive dialogue to align these expectations with the realities of life. When these expectations are not met, feelings of disappointment and frustration ensue, which ultimately contribute to the overall stress levels within the relationship. In this context, Mead's Social Role Theory is pertinent to the understanding of how role ambiguity and unmet expectations can give rise to conflict within the household (Dodds et al., 1997);(Aboulafia, 1991). To illustrate, a husband may anticipate that his wife will prioritise domestic responsibilities, whereas she may feel compelled to contribute to the family income. If such discrepancies in roles are not effectively communicated, they can give rise to long-term tensions.

Moreover, the harmony of the household can be affected by external factors, including the influence of the extended family, the social environment, and cultural values. The involvement of external parties in domestic matters can intensify existing conflicts, which should ideally be resolved through internal processes (Jabbari et al., 2024). The influence of extended family, including the imposition of customs and norms, can serve to exacerbate existing issues and create a sense of lack of autonomy within the marital relationship (Hernandez et al., 2006).

The unresolved conflict has the potential to negatively impact the psychological well-being of the couple and their children, who may become distressed by the witnessing of such altercations. A family environment characterised by tension and conflict will create an atmosphere that is psychologically unsupportive for children, impeding their emotional development. The social and emotional abilities of children who grow up in an inharmonious family environment tend to be adversely affected. This condition is consistent with the findings of Amato, which indicate that children from families characterised by elevated levels of conflict are at an increased risk of developing psychological issues and exhibiting difficulties in their social and emotional functioning (Amato, 2001).

Furthermore, the presence of a third party in the marriage relationship can exacerbate the situation, potentially leading to infidelity. Infidelity, whether perpetrated by a husband or wife, represents a significant precipitating factor in the breakdown of a marriage, as it erodes the trust, commitment, and harmony that have been established (Rokach & Chan, 2023). The presence of a third party is typically precipitated by one or more of the following factors: emotional, physical, or economic dissatisfaction within the marital relationship. This dissatisfaction motivates individuals to seek alternative sources of fulfilment outside the confines of the marital relationship, which ultimately gives rise to conflict and emotional distance between partners (Fisher, 2016);(Bercovitch, 1985). In this context, infidelity has the effect of damaging the relationship between husband and wife, and furthermore has a long-term negative impact on the family structure, including the psychological condition of children.

Popenoe's research lends further support to this assertion, demonstrating that infidelity is a significant contributing factor to divorce in both traditional and modern societies. In many cases, infidelity is precipitated by a confluence of internal and external factors. Internal factors include emotional dissatisfaction and prolonged conflict, while external factors encompass the influence of the social environment and greater opportunities to interact with third parties (Popenoe, 1999). The cases in Kajai Village demonstrate that marital dissatisfaction, frequently rooted in communication, economic, and role disharmony issues, creates gaps that are exploited by third parties to gain access to the dynamics of the household. Additionally, the advent of technology and social media has the potential to exacerbate the issue, as it facilitates the formation of relationships with third parties outside the confines of the marital bond.

Moreover, infidelity can be regarded as an indication of the inability to establish a robust emotional connection between partners. When communication between partners is impaired and intimacy is diminished, the foundation upon which a marriage is built is eroded (Haseli et al., 2019). From the perspective of Maslow's theory of needs, the need for love, appreciation and security are fundamental aspects of a husband-wife relationship. In the absence of fulfilment of these needs within the context of marriage,

individuals will tend to seek fulfilment elsewhere (Rojas et al., 2023);(Harris, 2020). This results in feelings of betrayal for the remaining spouse, which ultimately intensifies the conflict and makes divorce the most viable option.

In addition to divorces precipitated by internal discord, there are also those that occur as a result of the demise of one of the partners, a phenomenon known as divorce by death. This is consistent with the findings of Worden's research, which indicates that the loss of a parent has a considerable effect on a child's social and emotional development (Worden, 2002). Additionally, early marriage is identified as a significant contributing factor to the prevalence of divorce in Kajai Village. A considerable number of couples who marry at a relatively young age lack the requisite emotional maturity and economic stability to cope with the demands of a household. The study by Kalmijn indicates that couples who marry at an early age are more likely to experience divorce due to a lack of conflict resolution skills and an inability to cope with the demands of household life (Kalmijn, 2005).

Furthermore, a lack of comprehension regarding the rights and obligations inherent to marriage also serves to elevate the probability of divorce. A significant proportion of couples in Kajai Village lack an understanding of their respective roles and responsibilities, which can result in an imbalance within the household. In accordance with Talcott Parsons' structural functionalism theory, the attainment of equilibrium within the familial unit is contingent upon the clear delineation of roles and responsibilities for each member. Such unpreparedness frequently serves as the primary catalyst for discord.

Furthermore, pressure from the extended family or social environment is also a significant factor. The involvement of external parties, such as the extended family, in domestic decision-making can intensify existing conflicts, thereby impeding the potential for internal resolution. The study conducted by Gürmen et al., indicates that social and extended family pressures are a significant contributing factor to the occurrence of divorce, particularly in communities with strong traditional values, such as Kajai Village (Gürmen et al., 2021).

The occurrence of divorce in Kajai Village can be attributed to a multitude of interrelated factors, encompassing economic challenges, interpersonal discord, the influence of a third party, early marriage, and social pressure. This demonstrates that the occurrence of divorce is not solely contingent upon internal familial dynamics; external factors, including those pertaining to the local community environment and culture, also exert a significant influence.

2. The Effect of Divorce on the Psychosocial Development of Children

The findings of this study indicate that children in Kajai Village, Padang Pariaman, who have experienced parental divorce, have been subjected to considerable adverse effects, both psychologically and academically. The dissolution of a marriage has a profound impact on the emotional well-being of the couple involved, as well as on their children, who are forced to navigate significant changes in their family structure.

Firstly, a traumatic experience for one of the partners frequently results in disturbances to emotional and mental equilibrium (AP, personal interview, 2024); personal interview, 2024). An individual attempting to establish a harmonious domestic environment must inevitably confront the bitter reality of divorce, which can precipitate

feelings of sadness, frustration and prolonged anxiety (Saeed Abbasi, 2017). Such circumstances have the potential to impact an individual's work productivity, precipitate the onset of sleep disorders, and even give rise to psychosomatic problems. If left unaddressed, this stress can potentially lead to the development of a serious mental disorder or even suicidal ideation. Furthermore, this unstable psychological condition has an impact on children, who are exposed to the distress of one of their parents, thereby creating an increasingly less conducive emotional environment for their development (Honda et al., 2023).

Secondly, the most concerning impact is that of traumatic experiences in children. The children of divorced parents frequently find themselves in a state of confusion regarding the roles of their parents, which can impede their ability to comprehend the functions of their parents. The lack of stability and role models within the family unit makes it challenging for children to emulate examples of healthy and harmonious marriages. Moreover, children may begin to perceive their parents as selfish, irresponsible, and malevolent (personal interview, 2024); (DF, personal interview, 2024). This perspective can instill apprehension about the prospect of future marriage, and in some instances, may even dissuade children from pursuing long-term commitments. However, it should be noted that not all children react in the same way. For some individuals, this traumatic experience can serve as a valuable lesson, encouraging them to cultivate stronger and more resilient relationships in the future (Willoughby & James, 2017).

In addition to the emotional trauma that children experience as a result of parental divorce, the stability of their lives is also affected, particularly in an academic context. It is not uncommon for children who are experiencing parental divorce to experience difficulties in maintaining focus and concentration in an academic setting (AZ, personal interview, 2024). The psychological distress associated with divorce can impede children's ability to concentrate on their studies. This situation has the potential to result in a decline in academic achievement, which could ultimately lead to failure if not addressed promptly (Karhina et al., 2023). The loss of security and stability experienced by children in the context of parental divorce often results in a withdrawal from their social environment and a reluctance to engage in activities that they previously enjoyed. Furthermore, vulnerable physiological conditions, such as sleep disorders and fatigue due to mental stress, serve to reinforce this phenomenon. Furthermore, poor nutrition, lack of rest, and irregular lifestyles serve to exacerbate the children's capacity to assimilate learning materials (O'Hara et al., 2023).

During adolescence, emotional instability becomes more complex. It is not uncommon for children of divorce to develop a lack of respect for their parents. Such children frequently experience feelings of disappointment and may even blame their parents for the situation that they perceive as having ruined their lives (ER, personal interview, 2024). Such anger may manifest as aggressive or rebellious behaviour, both within the domestic environment and at school. Conversely, within the educational environment, these children are frequently the subject of derision and social exclusion due to their family circumstances. This social pressure can result in increased isolation and the potential for unexpressed anger to be held within (Nangia, 2023).

Moreover, the psychological consequences of divorce extend beyond the emotional states of sadness or depression. If not addressed adequately, children may

develop more severe mental health issues (MA, personal interview, 2024). Depression, for instance, frequently manifests as a consequence of feelings of loss, insecurity, and loneliness. Children who experience depression tend to exhibit a reluctance to engage with social environments, a tendency to avoid daily activities, and may even display indications of suicidal ideation (National Library of Medicine, 2024);(Remes et al., 2021). It is imperative that the family and other relevant parties, such as teachers or counsellors, provide special attention to this condition to prevent the impact from becoming more severe.

Consequently, the impact of divorce on children can be classified into two principal categories: internal and external factors. Internal factors encompass the child's psychological and physiological conditions, including emotional disturbances, declining physical health, and feelings of profound loss. Meanwhile, external factors include pressure from the social environment, negative social stigma, and lack of emotional support from the family. It is therefore crucial for parents, educators and policy makers to gain a comprehensive understanding of the impact of divorce and to provide adequate support for affected children. The implementation of early intervention strategies, such as psychological counselling, increased familial attention, and the provision of an optimal learning environment, can facilitate the recovery of children from the psychological effects of divorce and enable them to resume academic success. Table 2 below provides a summary of the significant impacts experienced by children in Kajai Village, Padang Pariaman, who are victims of divorce. This is offered as a means of facilitating comprehension of the preceding discussion.

Table 2
Effects of Divorce on Children

Category	Findings
Children's psychological effects	The dissolution of a marriage can have a profound impact on children, who may experience confusion and uncertainty regarding their relationship with both their mother and father. This can result in a loss of a stable role model and a negative perception of their parents. Some children may even develop apprehension about marriage or avoid future commitments.
Learning difficulties in children	The experience of divorce can have a detrimental impact on children's ability to concentrate in school, which in turn can result in a decline in their academic performance. Such children often experience difficulties in concentrating on their lessons as a result of feelings of anxiety and sadness. Failure to address these issues promptly may have adverse consequences. Furthermore, sleep disturbances and irregular lifestyles have an adverse impact on learning abilities.
Children's emotional instability	The dissolution of a marriage can have a profound impact on adolescents, leading to a loss of respect for their parents and a tendency to blame them for the breakdown of their family life. As a result of their anger and disappointment, they often display aggressive or rebellious behaviour at home and at school. The additional burden of social stigma and peer teasing serves to exacerbate the emotional distress experienced by these individuals.

Category	Findings
Severe psychological effects	Children who experience depression tend to exhibit a tendency to withdraw from social environments and daily activities, and are at risk of developing suicidal ideation. It is imperative that families, teachers and counsellors pay close attention to this condition in order to prevent further adverse effects.

3. Children's Learning Styles

The occurrence of parental divorce in Kajai Village, Padang Pariaman, has been found to exert a considerable influence on children's learning styles. Based on field observations, it can be seen that children who are victims of divorce demonstrate a range of learning styles. Some children demonstrate a reduction in concentration and engagement in learning activities, while others, despite experiencing emotional challenges, exhibit academic performance that is relatively strong.

One pattern that emerged was a tendency for children to withdraw and spend more time alone following the dissolution of their parents' marriage. The children in question experience feelings of anxiety and a loss of security as a result of their parents' separation, which in turn gives rise to feelings of sadness and loneliness. In this context, the children in question experience a reduction in their ability to concentrate on learning activities. This is consistent with the tenets of Lazarus and Folkman's Stress and Coping Theory, which posits that children exposed to stress due to divorce often develop maladaptive coping mechanisms, such as withdrawal or avoidance of social interactions. Consequently, their attention is divided between emotional concerns and academic tasks, which results in a decline in their learning performance (Lazarus & Folkman, 1984).

Furthermore, some children may also experience feelings of guilt regarding their parents' divorce. Such children frequently ascribe responsibility for the dissolution of their family to themselves, which serves to exacerbate their psychological distress. Erikson's theory of psychosocial development posits that during their formative years, children are developing a stable social and emotional identity (McLeod, 2024);(Fanchang, 2024). The experience of guilt or depression in response to a parental divorce has been shown to have a disruptive effect on psychosocial development, which in turn impairs an individual's capacity to learn. Such children may experience difficulties in maintaining focus on academic material as a result of feelings of anxiety or low self-worth.

Nevertheless, a subset of children who experience parental divorce demonstrate resilience in managing stress and exhibit academic achievement. Such children are inclined to redirect their attention from familial issues to more constructive pursuits, such as academic endeavours. Such children demonstrate enhanced emotional resilience and employ a greater number of constructive coping strategies, including seeking assistance from educators or peers. This indicates that children who receive adequate support and possess the capacity to adapt are more likely to maintain their focus on academic pursuits, even when confronted with challenging circumstances within their domestic environment. The Social Learning Theory proposed by Albert Bandura posits that children learn through observation and imitation (Bandura, 1977). The presence of positive behavioural models from adults enables children to cope more effectively with the emotional and academic challenges associated with divorce.

It is an irrefutable fact that the majority of children who have experienced a

divorce find it challenging to maintain focus on their academic studies. Their cognitive processes may be impeded by the presence of personal issues, such as feelings of sadness or confusion resulting from their parents' separation. The Cognitive Theory of Piaget posits that children's capacity for sustained attention and effective information processing is contingent upon their emotional equilibrium (Wadsworth, 1971). In the context of an emotionally unstable state, such as that resulting from divorce, children's capacity to process information is significantly impaired. This reduction in concentration has an adverse effect on comprehension of the subject matter, which in turn has a detrimental impact on academic performance.

Although numerous children encounter adverse consequences as a result of divorce, there are also those who demonstrate resilience and exhibit enhanced autonomy in their educational pursuits. The concept of resilience theory posits that an individual's capacity to cope with stress and adapt to change, otherwise known as emotional resilience, is a pivotal factor in their ability to flourish despite adversity (Métais et al., 2022). Children who demonstrate robust emotional resilience are better equipped to cope with stress and remain focused on their educational objectives. Such children are able to perceive the dissolution of their parents' marriage as a challenge that can be overcome with the appropriate assistance, namely that provided by the extended family and the school environment.

The findings of research conducted by Amato and Keith indicate that parental divorce can have a considerable impact on children's academic achievement, particularly in relation to concentration, social involvement and emotional stability. Children who are victims of divorce often experience anxiety, uncertainty, and feelings of insecurity related to changes in their family dynamics (Amato & Keith, 1991). This condition impairs focus in the learning process, reduces motivation, and inhibits the ability to absorb and process information effectively. Furthermore, feelings of sadness, loss, or even guilt associated with divorce can exacerbate the psychological burden, leading children to withdraw from social environments and learning activities. Consequently, children's engagement in the educational process is diminished, which has a direct impact on their academic performance.

Conversely, Kelly and Emery underscored that while divorce has adverse consequences, the significance of emotional sustenance from parental figures or a stable social milieu cannot be overlooked. Such support can act as a protective factor, assisting children in coping with the psychological stress associated with divorce (Kelly & Emery, 2003). It can be posited that children who receive consistent love, attention, and guidance from their extended family, school, or peers are more likely to cope with negative feelings such as anxiety and sadness. Furthermore, they are more adept at developing constructive coping mechanisms, such as redirecting emotions through constructive outlets or identifying solutions to challenges. Such support enables children to maintain focus on the learning process and to sustain their academic performance.

Moreover, other studies, such as those conducted by Strohschein, have demonstrated that the stability of the post-divorce environment exerts a significant influence on children's adaptation. Children who reside in an environment characterised by the presence of regular routines and effective communication are more likely to demonstrate positive developmental outcomes, both in academic and psychosocial domains (Strohschein, 2005). This demonstrates that the impact of divorce is not absolute,

but rather contingent on the degree to which the child is supported by their environment in their recovery.

Furthermore, the resilience theory approach is pertinent in understanding children's capacity to survive and flourish in challenging family circumstances. As posited by Ungar (2013), children's resilience is contingent upon a confluence of intrinsic and extrinsic factors. The former encompasses the capacity to regulate emotions, whereas the latter encompasses the provision of social support by family members, educators, and community members. Children who demonstrate psychological resilience are more flexible in their approach to change and are better able to utilise negative experiences as motivation for learning (Ungar, 2013).

It can be concluded that the learning styles of children of divorce victims in Kajai Village are significantly influenced by their psychological and emotional conditions. Children who experience feelings of anxiety, guilt, or difficulty adjusting to their parents' divorce often demonstrate a reduction in concentration and academic performance. Nevertheless, with adequate emotional support from parents, educators, or a supportive social environment, these children can develop enhanced emotional resilience, which in turn facilitates their ability to remain focused on learning. It is therefore crucial to implement suitable interventions, such as psychological counselling and tutoring, in order to assist children of divorce in overcoming the adverse effects and reaching their full academic potential. To facilitate comprehension of the preceding discussion on children's learning styles, a summary is provided in tabular form in Table 2.

Table 3
Children's Learning Styles

No	Main Findings	Description
1	Withdrawal and difficulty concentrating	The emotional stress that arises from parental divorce can result in children becoming isolated and experiencing difficulty in maintaining focus.
2	Feelings of guilt over divorce	The experience of parental separation can have a significant impact on children, leading to feelings of responsibility and distress, which can in turn affect their ability to process and understand the material.
3	Increased independence	Some children are able to demonstrate learning independence as a form of positive adaptation and a beneficial coping strategy.
4	Decreased learning ability	The concentration and memory of children are adversely affected by unstable emotional factors, resulting in a decline in their ability to focus and recall information.
5	High emotional resilience	The provision of robust emotional support enables children to effectively cope with the consequences of divorce while maintaining a clear focus on their educational pursuits.

D. CONCLUSION

This research is based on the premise that parental divorce in Kajai Village, Padang Pariaman, has an impact on the psychological and academic conditions of children. The dissolution of a marriage not only gives rise to discord within the family unit but also has a detrimental impact on the emotional well-being of children, which in turn affects their learning style and academic achievement.

The principal findings of this research indicate that children from divorced families exhibit variations in their learning styles and academic performance. Some children display a proclivity for withdrawal, demonstrate challenges in maintaining concentration, and experience profound feelings of guilt as a result of the dissolution of their parents' marriage. This has an impact on learning ability and academic results, which are both adversely affected. Nevertheless, some children are capable of developing emotional resilience and increasing their independence in learning as an adaptive strategy to challenging circumstances. These discrepancies in response are contingent upon environmental support, mental resilience, and the child's capacity to cope with psychological stress.

This research makes a significant contribution to the field by providing a comprehensive understanding of the relationship between parental divorce and its impact on children's psychology and learning methods. By integrating empirical findings with psychological theories of learning, such as social and cognitive theory, this research offers a more comprehensive understanding of how children adapt to changing and unstable family conditions. The findings of this research may also inform the development of more effective support strategies for children who are victims of divorce, and thus serve as a valuable reference for schools, families, and counsellors.

It should be noted, however, that this research is not without limitations. Firstly, it should be noted that the research was conducted exclusively in the Kajai Village area. Consequently, the findings may not be representative of the situation in other areas with different cultural and social conditions. Secondly, the restricted number of research subjects renders the findings less generalisable. Furthermore, additional factors, such as the role of extended family support, the economic circumstances experienced by divorced individuals, and the quality of interactions between children and parents following divorce, have not been sufficiently examined.

Therefore, this research paves the way for further studies that could encompass a broader geographical area, a larger number of participants, and a more comprehensive interdisciplinary approach. It is hoped that this will provide a greater contribution to the understanding of the impact of divorce on child development and the development of effective solutions to help children adapt to the situation.

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