

## THE IMPACT OF BROKEN HOME FAMILIES ON THE MORAL AND PSYCHICAL DEVELOPMENT OF CLASS VI PRIMARY SCHOOL STUDENTS

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Received :19 January 2023

Accepted : 28 April 2024

Published : 30 April 2024

DOI [10.22373/psikoislamedia.v9i1.16908](https://doi.org/10.22373/psikoislamedia.v9i1.16908)

### ABSTRACT

The results of daily teacher research show that children from broken homes often make noise during class hours, this is because the children seek attention from other people. This then encouraged the author to conduct research that focused on children from broken homes with the aim of conducting a case study which then examined in more depth the impact of broken home families on the moral and psychological development of grade VI elementary school students at SD N 1 Sribitan. By using qualitative research with a case study approach. The authors selected participants in this study based on their background and behavior that stood out when they were at school using *purposive sample*. So two students were found who stood out from five students who had the same background, namely class VI SDN 1 Sribitan, namely A.C.P and .P.D.A. The results obtained from this research are a picture that the influence or impact of a broken home family is very real in terms of children's moral and psychological development. In this research, it can be explained that the bad moral behavior that is often carried out by participants is not wanting to apologize if they make a mistake, making noise, and not obeying the rules that have been implemented at school.

**Keywords:** *Broken Home, Moral Development, Psychology, psychology, Child character*

### DAMPAK KELUARGA BROKEN HOME TERHADAP PERKEMBANGAN MORAL DAN PSIKIS SISWA SEKOLAH DASAR KELAS VI

#### ABSTRAK

Hasil dari penelitian harian guru menunjukkan bahwa anak dari keluarga broken home seringkali membuat kegaduhan pada saat jam pelajaran, hal tersebut dikarenakan sang anak mencari perhatian kepada orang lain. Hal tersebut kemudian yang mendorong penulis untuk melakukan penelitian yang berfokus kepada anak broken home dengan tujuan untuk melakukan studi kasus yang kemudian mengkaji lebih dalam terhadap dampak dari keluarga broken home terhadap perkembangan moral dan psikis siswa sekolah dasar kelas VI di SD N 1 Sribitan. Dengan menggunakan penelitian kualitatif dengan pendekatan studi kasus. Partisipan dalam penelitian ini penulis pilih berdasarkan latar belakang dan tingkah laku yang menonjol pada saat berada di sekolah dengan menggunakan *purposive sample* sehingga ditemukanlah dua siswa yang menonjol dari lima siswa yang memiliki latar belakang yang sama yakni kelas VI SDN 1 Sribitan yaitu A.C.P dan .P.D.A. Hasil yang didapat dari penelitian ini adalah gambaran bahwa pengaruh atau dampak dari keluarga broken home sangatlah nyata dalam segi perkembangan moral dan psikis anak. Dalam penelitian ini dapat diuraikan bahwa perilaku moral yang buruk yang sering kali dilakukan oleh

partisipasi adalah tidak mau meminta maaf apa bila salah, membuat kegaduhan, dan tidak menaati aturan yang sudah diterapkan disekolah.

**Kata Kunci:** *Broken Home*, Perkembangan Moral, Psikologi, psikis, Karakter anak

## Introduction

Every year, divorce cases in Indonesia are increasing day by day compared to previous years because this is caused by economic problems, both internal and external. Learn from the experience of someone who was born and raised as a child *broken home*. However, situations like this create enthusiasm and a turning point for achieving success. But there are also children *broken home* who fell into negative things as a result of their parents' divorce (Firiani 2018). Because generally the ideal of a family is that there is warmth, affection, respect and mutual protection. Children who are raised and educated in a harmonious and happy family will be happy, have a comfortable and healthy life. This will look different when compared to children who have been raised in incomplete or incomplete families *broken home* with disharmonious family conditions, and there is no peace within the family *broken home* is an uproar, a disagreement that leads to arguments and ends in divorce.

Divorce is an agreement to end a sacred bond chosen by a husband and wife for the common good without thinking about the impacts that occur as a result of divorce. The impact of divorce will definitely be that a child becomes a victim of their parents' divorce and incidents like this have a very fatal effect on the child's psychology and mental health (Mistiani 2020). *Broken home* Apart from having an effect on children's psychology, the most real impact that occurs as a result of divorce cases is the relationship between parents and children, both in terms of communication, psychology and the child's education, in this case the children in question are small children, teenagers and adults (Muttaqin 2019 ). If the relationship between a child and his parents seems good, then the happiness that the child wants will be obtained. You need to know that *broken home* not only about separation or divorce between parents which results in the end of a family, but *broken home* it can also be interpreted as imperfection and non-complementarity where parents are unable to develop and act as good parents (Sulistiyanto 2017). In the family, parents should be able to set a good example for their children because good things will have an impact on the child's future. However, now the fact is that many children from *broken home* who actually fall into promiscuity and juvenile delinquency caused by a lack of attention from parents (Cholid 2021).

Children who are used to living with their parents will definitely feel lost with the divorce chosen by their father and mother. However, it is different from children who do not yet understand the meaning of divorce and usually their parents will cover up the situation that is happening to the child. The most risky impact of divorce is when the child is aged  $\pm$  15 to 19 years or from adolescence to adulthood, which can sometimes affect the child's psychology because at that age it is possible that positive or negative influences will arise on the child, however, This kind of thing goes back to parents in anticipating the impact that will occur. Several cases prove that household conditions are experienced *broken home* can have a very negative impact on the child's psychology. This kind of thing is caused by conditions within the home that have already had a negative influence on the child's psychology, this is proven by the decline in students' learning achievement and the mischief they create every day at school to attract sympathy for other people.

Many researchers have conducted research on the impact of broken home families on the moral and psychological development of teenagers. Of the many studies, there are several studies that are relevant to the research that will be examined, including: *First*, research from Wiwin Mistiani in a journal article entitled "The Impact of Broken Home Families on Child Psychology" (Mistiani 2020). This research tries to explain that the psychological influence of a broken home is that children often experience excessive anxiety and uncertain positions when they hear and see their parents arguing, and usually children always have excessive feelings of guilt and feel pressured because they have to choose. one of his parents, *Second*, Research from M. Yusuf, MY in a journal article entitled "The Impact of Parental Divorce on Children" (Yusuf 2014). This research tries to reveal that divorce has a very big impact on children's mental development and education, especially children who are still studying elementary school and children who are still teenagers. Third, research from Imron Muttaqin in a journal article entitled "Analysis of Causal Factors and as a result of a Broken Home family" (Muttaqin 2019). In this research, Imron tries to discuss the causes of broken homes and the impact on children. *Four*, The next research was conducted by Nurtia Massa, et al entitled "The Impact of Broken Home Families on Children's Social Behavior". This research explains that in broken home children there are several social behaviors that can result in children experiencing psychological disorders, hating their parents, being easily influenced by negative things from the environment, and having a feeling of lack of self-confidence.

In this research, the author agrees that not all broken home children come from divorced parents, but broken home children can also occur in families that appear to be incomplete and do not have a sense

of harmony within them. For this reason, in this research the author wants to know more about the influence of a broken home on the morals and psychology of children at school. This type of research is field research with a qualitative approach, and it is hoped that this article can provide people with insight into the moral and psychological effects of teenagers caused by broken homes at school.

## **Method**

This research uses an interpretative type of qualitative research, namely the researcher tries to obtain descriptive data in looking at the behavior of the subjects being observed. Researchers have a role in this research as the main instrument in research conducted on class VI students at SD N 1 Sribitan Kasihan Bantul to collect data comprehensively. In this research, researchers need a place where they will be used as subjects to obtain data that can support the achievement of research objectives. The researcher chose this location based on consideration because it suited the researcher's ability in terms of time and distance. By being located at SD N 1 Sribitan Kasihan Bantul, researchers can easily interact with class VI students who have broken home backgrounds. This research will be carried out for  $\pm$  2 weeks so that it can cover all research steps up to the preparation of the research report. The data in this research is in the form of behaviors that occur in children from broken home family backgrounds. Then the data obtained from the research is data that the researchers actually obtained from the sixth grade students who were the subjects of the research. And this data can be the result of direct interviews, observations or questionnaires containing questions or statements. The data sources in this research consist of two data, namely primary and secondary data. Where the primary data is in the form of observations and interviews with class VI students of SD N 1 Sribitan which were carried out during the research, while the secondary data is in the form of complementary data obtained from research journals, books or documents that are in line with this research (Mass. , Rahman, and Napu 2020) (Hafiza and Mawarpury 2018).

## **Results**

### **A. Participant Description**

In research on the impact of broken home families on the moral and psychological development of class VI students at SD N 1 Sribitan, researchers collected data using the method *purposive sampling* where there were 5 class VI students at SD N 1 Sribitan. Of the five students, the researcher finally found 2 class VI students who had a broken home family background that was closest to the aim of this research. Of the three class VI students, they prepared A.C.P, and

P.D.A. In carrying out the research process, the authors deliberately disguised the names in order to maintain the privacy of the child concerned and the good name of his family. Thus, there is an explanation regarding the statements from the three class VI students who were participants in this research which can then be described as follows.

A.C.P, a class VI A student, is an only child aged 12 years. His parents began to separate when he was still a baby. And when his parents separated he was looked after by his grandmother because his father often worked and went out of town while his mother was in Tangerang. However, currently A.C.P is being raised by his own biological father. Then, the child's communication with his mother is currently only in contact via telephone and the mother also often sends money to participants when asked to meet their living needs. Even though the relationship between the birth mother is going well, this is felt to be lacking because the form of parental love is not just material. This was obtained from observations and interviews with A.C.P and the results showed that the child was a child who tended to be quiet in class.

P.D.A, a class VI B student is the first of two brothers who is currently 13 years old. His father and mother decided to divorce when he was still in kindergarten. When his parents officially separated, he was raised by his maternal grandmother in Pujokusuman. And the child's father is currently in Magelang, Central Java, living with his new family. And the relationship between father and son was still running smoothly when the child was in grade V, even though it was only via cellphone. However, a year later, when the child was in class VI, the relationship between the father and son experienced problems caused by personal problems between both parties which cannot be explained here. And because of the problems that occur, the child always causes trouble inside and gets emotional easily and always seems to be looking for attention from other people.

## **B. Broken Home Family Parenting Style**

Family is the main madrasah for a child. Therefore, it is important for parents to be involved in regulating the parenting style applied in the family so that it will have an important influence on all aspects of the child's development. From this research there are findings that are directly related to the impact of a broken home family on the psychological and mental development of the child as can be described:

## **1. Lack of attention and affection from parents**

Broken home families are usually people who choose to end the marriage bond because of the selfishness of the parents which will then have an impact on the child. Or in English broken home is very popular with the meaning as a description of a family experiencing divorce. This divorce occurred when there was no longer a sense of interest and a shared vision and mission in building a household. Then the impact that occurred from the participants' broken homes was what then became the starting point for their lives, and also changes in their attitudes, emotions and way of thinking. So children who have a broken home background will tend not to be able to control their emotions because they previously had a complete family and then their parents went their separate ways (separated).

Of the two participants, namely A.C.P and .P.D.A, the A.C.P student's parents decided to separate when he was still a baby and his mother decided to go and live with her new family in Tangerang, so she was previously raised by her grandmother before being raised again by her biological father because her father always worked outside the city. . P.D.A experienced almost the same thing as his parents separated when he was 6 years old and in kindergarten. And when the divorce occurred, the child was raised by his maternal grandmother because his mother had to work odd jobs to earn a living for her son and his father left and remarried and then settled in Magelang with his family.

From the results of observations and interviews conducted by researchers with participants, the results showed that the impact of divorce which then resulted in broken home children was in fact unable to fulfill the child's psychological needs even in the form of love and attention given. According to Widyarini, divorce that occurs to parents has a very real impact, namely leaving wounds on the child's heart. For this reason, in order to minimize the suffering experienced by the child, love and attention is needed for the child in order to provide comfort to the child (Widyarini 2009).

## **2. Minimal communication with parents**

A lack of communication with parents is generally a consequence that a child in a broken home must bear. However, this theory is different from the conditions of these participants. Because these two participants have almost the same background, so after the divorce occurred they did not live with their parents but lived with their grandmother/grandfather at that time. This is what causes

a lack of communication between parents and children. A.C.P's mother lives in Tangerang and lives with her new family, while her father often works out of town and rarely comes home. Meanwhile, P.D.A's mother is married and has a child from a new marriage, even though the child currently lives with his mother, communication with the biological father has stopped due to the long distance and instability of his mindset.

Soetjningsih explained that the importance of interaction between parents and children is because interaction is the first step in growing closeness in a family. That way, the child will feel comfortable in the family and then the child will be open and will always tell his parents about the problems that occur. Quality interaction can guide parents on how to optimally understand their child's needs based on love (Soetjningsih 2015).

### **C. The Impact of Broken Home Families on Children's Moral Development**

Parenting patterns in a broken home, where there is no parent-child communication, parental guidance, lack of psychological connection, causes several moral behaviors in participants as follows:

#### **1. Makes problems and mistakes but doesn't want to apologize**

Everyone has made mistakes in their life. Likewise with children who are not yet perfect moral reasoners. In this study, participants showed a tendency not to apologize when they made a mistake/bad act. This can be seen in the results of the interview session conducted by the researcher with the participants as follows:

*"Do you ever feel guilty when you do something that harms other people?"*

*"When after making a mistake you realize you don't have to apologize to the person who was wronged?"*

Answer from A.C.P: *"I am aware and I feel guilty ma'am and I am also aware that after making a mistake I have to apologize but I never do it"*

P.D.A's answer: *"I often feel guilty after making a mistake, but I feel proud to apologize, ma'am."*

The statement above is an honest answer from the two participants which will then be obtained as a result of observations and questionnaires. And the behavior directed at the child tends

to be less good because there is nothing wrong with making a mistake and having to apologize to the person who was harmed. In Adams and Butch's book entitled *Children's Guide*, it is explained that when a child makes a mistake, the child should admit it and immediately apologize and after that the child will try to correct the mistake (Adams and Robert J. Butch 2001).

## **2. Often Disobeying School Rules**

In terms of moral development, children obeying rules is an important indicator of good moral behavior. If a child is able to carry out a rule then the child can be considered as a child who has quite good moral development. In this study, participants always showed symptoms of never obeying school rules. Examples of this can be given based on the results of field observations, namely often making noise in class, throwing rubbish carelessly, disturbing friends during teaching and learning, not doing assignments, never putting on clothes, and many other behaviors that do not comply with the rules. school. In a conversation between the participant and the researcher, the P.D.A child confirmed that all the behaviors mentioned above were true.

Basically, each school has its own rules and regulations. School rules are created as a form of control in efforts to carry out activities within the school environment so that they can run as they should. School rules not only function as an assistant to school programs but have a big role for students. Where children will be trained to have a sense of awareness and obedience as living creatures who have a moral responsibility to society and the environment (Kurniawan 2018).

## **3. Seeking attention by making noise during class hours**

In this research, the observation findings show that each participant has a different tendency where P.D.A often seeks attention by making noise such as; opened the door divider for classes VI A and VI B (rolling), disturbed friends while they were paying attention, wandered in and out of the class even though the teacher was already in the class and was explaining, and when P.D.A was asked to apologize, what he did instead became emotional. the way he kicked the chair he was passing by and then said something rude. Meanwhile, A.C.P is the opposite of P.D.A, where the child tends to be quiet in class and pay attention when the teacher explains. However, sometimes they often make noise by shouting irregularly.



Basically, the symptoms shown by these two participants are symptoms of lack of discipline related to psychosocial issues. Because Susanto explains that people who like to seek attention by showing bad behavior and making noise in class are a personal social problem (Susanto 2018).

#### **D. The Influence of Broken Home Families on Children's Psychological Development**

The impact of a broken home apart from having an impact on the child's morals, the broken home itself also has an influence on the child's psychological development. In this research, tendencies felt by participants were found including:

##### **1. Not enthusiastic about learning new experiences**

One of the influences on children in broken home families is a lack of enthusiasm for learning and self-confidence in their activities in the environment. This was demonstrated by P.D.A participants, where the child lacked enthusiasm for learning and learning new experiences or studying new themes. P.D.A is always busy doing bad things and often bothers his friends instead of doing his assignments and paying attention to the teacher. Meanwhile, A.C.P, although he pays attention and is not as bad as P.D.A, often makes noise by joking with his classmates when the teacher explains.

Basically, growing children always need motivation so that children can develop high enthusiasm for learning. The motivation given to children is not just sweet words, but touch, tenderness and affection that can arouse the child's enthusiasm for learning (Jahja 2011). In this case, the role of parents is very necessary because encouragement and motivation from parents is very important in the child's psychological development. Meanwhile, in this case, the participants did not receive motivation and encouragement from their parents, while the teachers at school were merely motivation which only took place at school because the teachers only carried out their functions as they should, even though in this case the teachers still had many shortcomings in their implementation.

##### **2. Often compares himself with his friends**

Comparing oneself with others is something that often happens and is often done by children aged 5 years (Daniel 2006). Another opinion explains that children use comparisons as

material for self-evaluation. So the child's tendency to compare himself with his friends is a normal sign, so if the child is not able to manage it well it will have a negative impact, namely feeling a lack of self-confidence (inferior), feeling not smart (stupid) and having envy and envy.

### **Conclusion and Suggestion**

Based on the research results above, the author concludes that the conditions of broken home families have a negative impact on children. These unfavorable impacts can occur, such as a lack of love and the child's psychological and moral development. So this can be shown by considering several indicators of bad behavior that often appear in children from broken homes, such as often making mistakes but not wanting to apologize, making noise during class time, not obeying school rules. These indicators show that broken home children have psychological delays so that these children need motivation and enthusiasm in accepting and living their new life. The research in this writing is still very far from perfect, so it is possible that many reviewers will be happy to provide suggestions. So that in the future this writing can be useful and develop well.

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