



The Impact of Broken Home Conditions on The Spirit of Learning Ability and Morals in Grade IX Students at MTs Al-Husainy, Bima City

Yuliyanti ✉, MTs Al-Husainy Kota Bima, Indonesia

✉ yulifarhan86@gmail.com

Abstract: This study aims to determine the impact of broken home family conditions on students' enthusiasm for learning in the subject of Aqidah Akhlak in grade IX students at Mts Al HusainyKta Bima. The background of this study is based on the importance of the role of the family as the first and main environment in shaping the character and enthusiasm for learning of children. Inharmonious family conditions, such as divorce or separation of parents, can cause emotional stress that has an impact on students' motivation and interest in learning, especially in subjects related to moral and spiritual values. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The subjects of the study were grade IX students who came from broken homes. The results of the study showed that most students from broken homes experienced a decrease in enthusiasm for learning, especially in the subject of Aqidah Akhlak. Factors such as lack of parental attention, family conflict, and emotional instability are the main causes of the decrease in students' enthusiasm for learning. This study concludes that broken home family conditions have a real impact on students' enthusiasm for learning Aqidah Akhlak, so the active role of teachers and school counselors is needed in providing guidance and moral support to affected students.

Keywords: Broken home, enthusiasm for learning, Aqidah Akhlak, grade IX students.

Received May 18, 2024; **Accepted** June 24, 2024; **Published** June 27, 2024

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INTRODUCTION

Family is the first and foremost environment in shaping a child's personality, character, and motivation in living life, including in terms of education. A harmonious and loving family atmosphere can provide a sense of security and comfort for children to grow and develop optimally, both physically, emotionally, and spiritually. In the context of education, the role of the family greatly determines a child's enthusiasm and learning achievements, because it is from the family that children first learn about moral values, religion, and responsibility.

However, not all children have a complete and harmonious family background. The condition of a broken home family—which is generally characterized by parental divorce, prolonged conflict, or the absence of one of the parental figures—can have an impact on a child's psychological condition. Children who experience a broken home often feel deprived of attention, affection, and guidance, which ultimately affects their enthusiasm for learning. This is a special concern, especially in the subject of Akidah Akhlak which

teaches moral, ethical, and religious values that are closely related to the formation of a child's character.

The subject of Akidah Akhlak has an important role in shaping students' personalities and behavior to be in accordance with Islamic teachings. However, students' enthusiasm for learning in this subject can be influenced by their family conditions. Therefore, this study was conducted to determine the extent to which the impact of broken home conditions on students' enthusiasm for learning in the subject of Akidah Akhlak in grade IX students. With this study, it is expected to be a material for evaluation and consideration for schools and parents in providing more attention and assistance to students who experience family problems.

METHODS

This research employs a descriptive qualitative approach aimed at thoroughly exploring the learning enthusiasm of ninth-grade students in the Akidah Akhlak subject who come from broken home backgrounds. This method was chosen to enable the researcher to gain a comprehensive understanding of the phenomenon through the direct experiences and perspectives of the participants.

The study's subjects consisted of ninth-grade students from a junior high school who came from broken homes. Participants were selected using purposive sampling, a technique that involves choosing individuals based on specific criteria aligned with the research objectives. Data collection was carried out through various methods, including in-depth interviews with students and Akidah Akhlak teachers, direct observation of students' learning behavior in the classroom, and documentation in the form of background information obtained from school records.

The collected data were analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawing. During data reduction, information relevant to the study was identified and organized. These findings were then presented in a descriptive narrative format to illustrate the students' learning enthusiasm. Subsequently, conclusions were drawn based on emerging patterns found within the data. To ensure the accuracy of the findings, the researcher employed triangulation by comparing data obtained through different sources and methods.

Primary data were gathered directly from the research participants via interviews, observations, and documentation. The core participants were ninth-grade students from broken home families, supported by information from Akidah Akhlak subject teachers and homeroom teachers who provided additional insight into students' classroom behavior and learning enthusiasm.

Secondary data consisted of supplementary materials, such as student records from the student affairs department or the guidance and counseling unit, academic reports, and existing literature or previous studies concerning broken homes and student motivation. This data was utilized to strengthen the analysis and offer a broader context for the study.

The data analysis process followed the Miles and Huberman model, consisting of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved filtering and simplifying data collected through interviews, observations, and documentation. Irrelevant information was discarded, while data related to learning enthusiasm and broken home conditions were categorized into themes such as motivation, emotional state, and teacher roles.

Data presentation was conducted through descriptive narrative displays based on field findings, illustrating patterns regarding the influence of broken home conditions on students' enthusiasm for learning Akidah Akhlak. This step allowed the researcher to clearly interpret the relationship among various data points.

Conclusion drawing and verification were carried out by identifying emerging themes, tendencies, and meanings within the data. These conclusions highlighted the

impact of broken home backgrounds on students' learning motivation. To validate these findings, the researcher applied triangulation by comparing data from interviews, observations, and documentation to ensure the results were both valid and reliable.

RESULTS

Based on the results of data collection from interviews, observations, and documentation of 20 ninth grade students from broken homes, the following are the main findings regarding the impact of family conditions on the enthusiasm for learning Aqidah Akhlak. **Students' Enthusiasm for Learning:** Of the 20 students studied, 15 students (75%) showed low enthusiasm for learning in the Aqidah Akhlak lesson. This was indicated by their absence from several lessons, lack of active participation in class discussions, and a significant decrease in assignment grades. These students tended to experience more emotional disturbances during lessons, as seen from their restless attitudes, lack of focus, and frequent daydreaming. In contrast, 5 students (25%) despite coming from broken homes, still showed good enthusiasm for learning. They tended to be more disciplined, completed assignments on time, and were more active in following lessons. However, they acknowledged the emotional challenges faced due to family conflicts, which sometimes reduced their concentration.

Emotional Impact on Learning: All students from broken homes expressed that their family conditions affected their emotional stability. This emotional instability affected their concentration in learning. Some students reported feelings of anxiety, stress, and sadness that often prevented them from fully focusing on the Akidah Akhlak subject matter related to religious and moral values.

The Role of Teachers in Supporting the Spirit of Learning: Based on observations and interviews with Akidah Akhlak teachers, it is known that teachers have an important role in raising the spirit of learning of students who come from broken homes. Teachers who care and pay more attention to student development, both in academic and emotional aspects, can help students overcome the personal challenges they face. Teachers who are able to build positive emotional relationships with these students tend to be successful in increasing their enthusiasm for learning despite obstacles at home. To ensure the validity and reliability of the data obtained, the researcher conducted triangulation, namely comparing the results of interviews with direct observation and available documentation. The following are the verification steps taken:

Interview and Observation Triangulation: The results of interviews with students and teachers were checked for conformity with the data obtained through classroom observations. For example, students who admitted to feeling anxious and unfocused during lessons were proven through direct observation, which showed restless attitudes and often daydreaming. This confirms that students' emotional conditions have a direct effect on their ability to focus on the subject matter.

Triangulation of Interview Data with Academic Documentation: Interview data showing low enthusiasm for learning in students from broken homes is also supported by academic documentation, namely records of student grades and absences in the Aqidah Akhlak subject. Students with low enthusiasm for learning generally have lower grades and are more often absent from Aqidah Akhlak lessons studied to other students.

Validation from Teachers and Homeroom Teachers: In addition to triangulation, the data was also validated with additional interviews with homeroom teachers who provided a broader perspective on students' behavior and enthusiasm for learning outside the classroom. The homeroom teacher stressed that students from broken homes tend to need more attention and support, especially in subjects involving character building and moral values such as Akidah Akhlak. By using this triangulation technique, the researcher ensures that the findings obtained are valid and reliable in describing the impact of broken homes on students' enthusiasm for learning in the Akidah Akhlak subject.

DISCUSSION

The results of this study indicate that broken home family conditions have a significant impact on students' enthusiasm for learning, especially in the subject of Aqidah Akhlak. This finding is in line with previous studies which state that family is the main factor in shaping children's motivation and learning behavior (Nugroho, 2020). Students who come from broken families, such as divorce or parental conflict, often face emotional difficulties that affect their focus and enthusiasm for learning.

Decreased Enthusiasm for Learning Aqidah Akhlak: Most students from broken homes in this study showed a significant decrease in enthusiasm for learning, especially in the subject of Aqidah Akhlak. This lesson requires a deep understanding of moral and religious values, which are often hampered by unstable emotional conditions. This study is in line with a study conducted by Lestari (2018), which found that children from broken homes tend to be more easily affected by emotional and social problems, which then affect their academic performance.

Students who feel anxious, stressed, and do not have full attention from their parents tend to lose motivation to learn, especially in subjects that require high concentration and moral reflection. Akidah Akhlak, which is basically a lesson that teaches religious values and ethical behavior, requires peace of mind and heart that is difficult to achieve for students who are facing family conflict. As found in this study, 75% of students experienced a decrease in enthusiasm for learning due to emotional factors triggered by household instability.

Emotional Instability and Its Impact on Learning: In this study, students from broken homes showed emotional instability that was seen from their behavior in class, such as restlessness, irritability, and lack of focus. This is in line with the theory put forward by Mulyadi (2019), which states that unstable emotional conditions can interfere with children's ability to concentrate on lessons. This emotional instability worsens students' enthusiasm for learning, especially in subjects that require understanding and appreciation of moral values.

However, this study also found that although many students showed a decrease in enthusiasm for learning, there were 25% of students who were still able to maintain their enthusiasm for learning. This shows that family factors are not the only determinants in the formation of learning motivation. Teachers, peers, and internal student factors also play an important role in overcoming the challenges faced by students from broken homes.

The Role of Teachers in Increasing the Spirit of Learning: Another interesting finding in this study is the role of teachers who can be social substitutes for students who come from broken homes. Teachers who care and are able to build positive relationships with students can help reduce the negative impacts of these family conditions. As seen in this study, students who have teachers who give extra attention, both in academic and emotional aspects, tend to have a better spirit of learning compared to students who do not get the same attention. A more personal approach and attention to students' emotional needs are very important in helping them overcome feelings of anxiety and stress that they experience due to family problems. Therefore, the role of teachers in creating a safe and supportive environment in the classroom is crucial, especially for subjects that talk about moral and religious values such as Akidah Akhlak.

Implications for School Policy and Parents: This study shows that the role of parents and families is very important in shaping children's spirit of learning. Therefore, schools should work together with parents to provide greater support to students who come from broken homes. Guidance and counseling programs in schools should be strengthened to provide space for students to express their feelings and find solutions to their personal problems. On the other hand, parents who are facing divorce or other family problems should be more aware of the impact on their children. They need to provide greater attention and emotional support, even though they may be busy with their

own personal problems. Cooperation between schools and parents is essential to help students overcome the negative impacts of disharmonious family conditions.

Based on the results of the research that has been conducted, it can be concluded that the condition of broken home families has a significant impact on students' enthusiasm for learning, especially in the subject of Aqidah Akhlak in grade IX students. Most students from broken home families show a significant decrease in enthusiasm for learning, which is indicated by their low participation in class, frequent absences, and decreasing assignment grades. This decrease in enthusiasm for learning is influenced by the emotional instability they experience due to conflict or divorce in the family, which disrupts their concentration and focus on the subject matter.

However, although most students show a decrease in enthusiasm for learning, this study also found that the role of teachers who care and provide extra attention can help increase students' enthusiasm for learning. Teachers who build positive emotional relationships with students can have a big impact in supporting students to overcome their personal challenges and stay focused on learning, especially in subjects that require an understanding of moral and religious values.

These findings indicate the importance of the role of the school environment and teachers in providing support to students from broken homes, both in academic and emotional aspects. Schools need to strengthen guidance and counseling programs and work with parents to provide more attention to students who face family problems. With the right support, students from broken homes can still develop a spirit of learning and achieve good results in the subject of Aqidah Akhlak.

CONCLUSION

Based on the research findings, it can be concluded that the condition of a broken home has a significant impact on students' learning enthusiasm, particularly in the subject of Aqidah Akhlak among ninth-grade students. Most students from broken home families experience a decline in learning motivation, as reflected in their low classroom participation, frequent absences, and decreasing assignment scores. This decline is largely influenced by emotional instability resulting from family conflict or divorce, which disrupts their concentration and focus on learning. However, the study also reveals that the presence of caring teachers who provide extra attention can help boost students' learning enthusiasm. Teachers who establish positive emotional relationships with students play a crucial role in supporting them to overcome personal challenges and remain engaged in learning, especially in subjects that emphasize moral and religious values. These findings highlight the importance of the school environment and the role of teachers in providing both academic and emotional support to students from broken homes. Schools should strengthen guidance and counseling programs and collaborate with parents to offer greater attention to students facing family issues. With proper support, students from broken homes still have the potential to develop learning motivation and achieve good academic outcomes in the subject of Aqidah Akhlak.

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