

EFFORTS BY ISLAMIC RELIGIOUS EDUCATION TEACHERS TO SUPPORT STUDENTS FROM BROKEN HOMES AT SMP TAKHASUS AL-QUR'AN KALIBEHER, MOJOTENGAH, WONOSOBO

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ABSTRACT

This study aims to: 1) understand the perspectives of Islamic Religious Education (PAI) teachers regarding students from broken homes; 2) identify the efforts made by PAI teachers to support students from broken homes at SMP Takhasus Al-Qur'an Kalibeher, Wonosobo; and 3) determine the factors that facilitate or hinder these teachers' efforts. This study employs a qualitative method, specifically a narrative research design. Qualitative research eschews statistics in favor of a naturalistic approach to gain an in-depth understanding of phenomena. Data collection relies on three techniques: observation, interviews, and documentation. Primary data were obtained directly from the research subjects through in-depth interviews, while secondary data were gathered from various documentary sources, such as photographs and statistical records. Motivated by compassion and religious values, PAI and Guidance and Counseling (BK) teachers at SMP Takhasus Al-Qur'an Kalibeher, Wonosobo, work hand-in-hand to support students from broken homes. Their holistic approach akin to a warm blanket encompasses special attention, positive encouragement, and religious insights from PAI teachers, alongside individual counseling, support groups, and parent involvement facilitated by BK teachers. However, their journey is not without challenges. While facilitating factors such as teacher expertise, collaboration, school support, and student awareness exist and can be further optimized, obstacles including limited resources, social stigma, the complexity of issues, and a lack of training must be overcome. Consequently, PAI teachers need to foster close collaboration with various stakeholders and commit to continuous professional development. In doing so, their efforts to assist students from broken homes can become more effective and yield significant positive impacts, serving as a ray of sunshine that illuminates a brighter future for these students.

1. INTRODUCTION

The negative impact of divorce on children in Indonesia is clearly evident in the phenomenon of the "broken home." Divorce or family discord can disrupt a child's development psychologically, emotionally, and socially. This can lead to a decline in academic achievement and the emergence of deviant behavior. Therefore, support from family, friends, and professionals

is crucial in helping children facing such situations. A fractured family environment can cause students to experience emotional instability, a lack of support, and feelings of alienation. Islamic Religious Education (PAI) teachers play a vital role in assisting these students by providing guidance, spiritual values, and psychological support to help them overcome the challenges they face. Parents in an intact family have a responsibility to help their children grow and develop in a harmonious and mature manner; every child has the right to such an environment. Society still harbors a negative stigma against children from "broken homes," often perceiving them as unruly or unmanageable. This stigma needs to change, as many children from such backgrounds actually excel. Parents need to provide support and motivation to their children to prevent them from suffering mental trauma due to divorce.

A family is formed through the bond between parents and children, rooted in the fundamental human need for interdependence. Chaplin defines the family as a unified system comprising a father, a mother, and children, each with their respective roles in society. According to Iis Islami Kartini et al., a "broken home" refers to a family that has lost one parent (father or mother) due to death, divorce, abandonment, or other reasons (Iis Islami Kartini et al., 2019:9). Divorce or parental separation in a broken home can negatively affect a student's development. The emotional stress, internal conflict, and instability they experience can diminish learning motivation, impair psychological well-being, and hinder academic performance..

A teacher's personality serves as a crucial foundation for balancing educational knowledge with teaching skills. This balance fosters positive behavioral changes in students during the teaching and learning process. Conversely, if a teacher's personality is weak, their knowledge and skills cannot be utilized effectively, potentially leading to negative consequences for the educational process and its outcomes. Amidst the challenging circumstances of a "broken home" (family breakdown), the Islamic Religious Education (PAI) teacher emerges as a vital figure offering support and guidance to students. They act not merely as religious instructors but also as role models who assist students in navigating difficulties. PAI teachers can provide deep religious understanding and psychosocial support, while helping students find solutions to the problems they face.

Although the role of PAI teachers in supporting students from broken homes at the junior high school level is not yet fully understood, this study aims to examine the concrete efforts they undertake. A better understanding of the PAI teacher's role may lead to the discovery of effective strategies and practices to enhance the quality of education and the well-being of students from broken homes in the future. Based on the above, the author is interested in conducting a study titled "The Efforts of PAI Teachers in Addressing the Needs of Students from Broken Homes at SMP Takhasus Al-Qur'an Kalibebber, Mojotengah, Wonosobo." This research aims to enable PAI teachers to assist students from broken homes in improving their academic performance. The objectives of this study are to: 1) understand the concepts regarding PAI teachers and students from broken homes; 2) identify the efforts made by PAI teachers to address the needs of students from broken homes at SMP Takhasus Al-Qur'an Kalibebber, Wonosobo; and 3) determine the supporting and inhibiting factors affecting teachers' efforts in addressing the needs of these students.

2. METHOD

This study aims to understand the efforts of Islamic Religious Education (PAI) teachers in addressing the needs of students from broken homes at SMP Takhasus Al-Qur'an Kalibeber, Wonosobo. A qualitative method is employed to gain an in-depth understanding of the phenomenon under study. Qualitative research is conducted naturally and objectively in the field, without manipulation, and yields qualitative data (Zainal Arifin, 2014). This study utilizes a qualitative method, specifically a narrative research design. Qualitative research does not rely on statistics but rather employs a naturalistic approach to gain a profound understanding of the phenomenon (Albi Anggito & Johan Setiawan, 2018).

Qualitative research seeks to understand social phenomena from the participants' perspectives. Participants are involved through interviews, observations, and the collection of their opinions, thoughts, and perceptions. Understanding is achieved by analyzing relationships among participants, deconstructing discourse regarding situations and events, and investigating participants' perspectives using various methods such as direct and participant observation, in-depth interviews, document analysis, and supplementary techniques like photography and recordings.

This study is conducted at SMP Takhasus Al-Qur'an Kalibeber, Wonosobo, based on several considerations. First, the location aligns with the research topic, which addresses the efforts of Islamic Religious Education (PAI) teachers regarding students from broken homes. Second, the researcher aims to gain an in-depth understanding of how PAI teachers at the school handle students experiencing broken home situations. Third, selecting this location is expected to facilitate and clarify the research focus. Furthermore, SMP Takhasus Al-Qur'an Kalibeber, Wonosobo, was chosen because no similar study has previously been conducted there. This serves as a compelling reason for the selection, with the expectation that the study will offer new contributions to the field of Islamic religious education, particularly regarding strategies to support students from broken homes. The study focuses on the teachers and their efforts to assist students from broken homes within the school environment. The research subjects are divided into two categories: primary and secondary. Primary subjects are the teachers who serve as the main focus of the research, whereas secondary subjects are other parties who provide additional information to reinforce the data.

3. RESULTS AND DISCUSSION

This research was conducted only after all research instruments had been developed and were ready for use. Research instruments are tools used to collect data and address research problems; for researchers, these instruments serve as senses that help them understand and resolve dilemmas encountered during the study.

3.1. Data analysis regarding the efforts of Islamic Religious Education (PAI) teachers to support students from broken homes at SMP Takhasus Al-Quran, Kalibeber, Mojotengah, Wonosobo.

Research at SMP Takhasus Al-Quran, Kalibeber, Mojotengah, Wonosobo, indicates that PAI teachers and Guidance and Counseling (BK) teachers play a crucial role in supporting students from broken homes. PAI teachers provide special attention and positive encouragement while

fostering a safe learning environment. They also employ interactive teaching methods and Islamic teachings to help students cope with family issues. Meanwhile, BK teachers conduct individual counseling, establish support groups, provide information and education, involve students' families, and monitor student progress. Both sets of teachers agree on assigning Quranic memorization tasks as an alternative to physical punishment. Observational findings clearly demonstrate that PAI and BK teachers at SMP Takhasus Al-Quran recognize the importance of supporting students from broken homes, addressing both their academic learning and mental well-being. A holistic, value-based approach grounded in religious principles serves as the cornerstone of their efforts to address the challenges faced by these students at the school.

3.2. Analysis of methods used by Islamic Religious Education (PAI) teachers and Guidance and Counseling (BK) teachers in addressing the needs of students from broken homes at SMP Takhasus Al-Quran Kalibebber, Wonosobo.

The methods employed by BK and PAI teachers to assist students from broken homes at SMP Takhasus Al-Quran reflect a compassionate and attentive approach. This approach is personal, adaptive, and holistic, focusing on the individual needs of the students. These two methods complement each other. BK teachers provide psychological support and practical skills to help students cope with family issues, while PAI teachers offer spiritual support and an understanding of the religious significance of life's trials. BK teachers involve parents in the recovery process, whereas PAI teachers emphasize the importance of students being open about the problems they face. Overall, this approach demonstrates a comprehensive effort to assist students from broken homes by integrating psychological, practical, and spiritual aspects.

3.3. Analysis of supporting and inhibiting factors regarding PAI teachers' efforts to address the needs of students from broken homes at SMP Takhasus Al-Quran Kalibebber, Mojotengah, Wonosobo.

When assisting students from broken homes at SMP Takhasus Al-Quran, PAI teachers must consider factors that can either facilitate or hinder their efforts. Supporting factors such as teacher expertise and knowledge, cooperation with parents, school support, and student awareness can strengthen the teachers' efforts to help students overcome their challenges. Despite these supporting factors, PAI teachers at SMP Takhasus Al-Quran must also be mindful of inhibiting factors that can complicate their work, such as a lack of resources (time, funds, personnel), social stigma, the severity of the problems, and insufficient training. These factors can impede teachers from giving adequate attention to students and complicate the processes of learning and intervention.

To address inhibiting factors such as resource limitations, social stigma, and a lack of training, PAI teachers at SMP Takhasus Al-Quran need to collaborate with various parties, including students' parents, school administration, and other relevant institutions. Furthermore, teachers must continuously enhance their skills and knowledge regarding the best ways to support students from broken homes. These collaborative efforts and professional development can make the efforts of Islamic Religious Education (PAI) teachers in assisting students from broken homes more effective and yield a positive impact on the students' development.

4. CONCLUSION

Islamic Religious Education (PAI) and Guidance and Counseling (BK) teachers at SMP Takhasus Al Quran Kalibebber (Mojotengah, Wonosobo) collaborate with compassion and a foundation in religious values to assist students from broken homes. Their holistic approach employs various methods, including special attention, positive encouragement, religious guidance from PAI teachers, individual counseling, support groups, and parent involvement facilitated by BK teachers. However, these noble efforts are not without challenges. Enabling factors such as teacher expertise, collaboration, school support, and student awareness need to be optimized. Conversely, obstacles such as limited resources, social stigma, the complexity of issues, and a lack of training must be addressed. To this end, PAI teachers need to forge close partnerships with various stakeholders and pursue continuous professional development. In doing so, their efforts to support students from broken homes can become more effective and yield a significant positive impact on the students' development.

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