Parenting Patterns For Broken Home Children

by Fahmi Khumaini

Parenting Patterns For Broken Home Children

Hamam Burhanuddin, Fahmi Khumaini, Muhaiminatut Thohiroh
Universitas Nahdlatul Ulama Sunan Giri Bojonegoro, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro
Email: hamam@sunan-giri.ac.id

Abstrak

Angka perceraian di Kabupaten Bojonegoro meningkat menurut data dispensasi kawin tahun 2019 angka cerai talak mencapai 956 dan cerai gugat sejumlah 1915 kasus, sedangkan pada tahun 2020 angka cerai talak mencapai 914 dan cerai gugat sebanyak 1979 kasus. Kecamatan yang mengalami kasus perceraian tertinggi adalah Kecamatan Dander meningkatnya kasus perceraian akan berdampak pada pola asuh anak yang ditinggalkan, penelitian ini bertujuan untuk mengetahui pola asuh anak broken home di Kecamatan Dander Kabupaten Bojonegoro, fokus dari penelitian ini adalah pada intelektual dan karakter psikologis anak yang mengalami broken home, Penelitian ini merupakan penelitian lapangan dengan pendekatan kualitatif. Subjek penelitian terdiri dari tiga anak broken home dengan latar belakang yang berbeda yaitu bercerai, meninggal, dan orang tua yang cukup lama tidak hadir secara penuh. Teknik pengumpulan data adalah observasi, wawancara mendalam, dan dokumentasi. Teknik analisis data reduksi data, penyajian data, dan verifikasi penarikan kesimpulan. Memeriksa validitas temuan menggunakan pengamatan yang diperluas, rekunan peneliti, dan triangulasi. Hasil dari penelitian ini Pola asuh yang diterapkan pada anak broken home adalah pola asuh demokratis dan pola asuh permisif. ditinjau dari segi intelektual terdapat penurunan kemampuan kognitif, keterlambatan membaca, dan kesulitan berkonsentrasi selama proses pembelajaran, sementara karakter psikologis yang terjadi pada anak adalah anak cenderung memiliki temperamen yang buruk, ketidakstabilan emosi, sensitif, dan memiliki kepribadian yang tertutup, Faktor yang mendukung dan menghambat pola asuh terdiri dari faktor internal dan faktor eksternal. Faktor internal meliputi perhatian orang tua, pemahaman agama orang tua, dan pendidikan orang tua. Sedangkan faktor eksternal meliputi lingkungan tempat tinggal anak.

Kata Kunci: Parenting, Anak Broken Home

Abstract

The divorce rate in Bojonegoro Regency has increased. Based on data in the 2019 divorce rate reached 956 divorce cases amounted to 1915. In 2020 the divorce rate was 914 and the number of divorce lawsuit was 1979. The sub-district that experienced the highest divorce cases was the Dander District's increase in divorce cases, which will impact the parenting pattern of abandoned children.. This study aims to determine the parenting pattern of broken home children in Dander District, Bojonegoro Regency focus of this research is on the intellectual and psychological characteristics of children who experience broken home. This research is field research with a qualitative approach. The research subjects consisted of three broken-home children with different backgrounds: divorced, deceased, and parents who were not present for a long time. Data collection techniques are observation, in-depth interviews, and documentation.. Data collection techniques are observation, in-depth interviews, and documentation. Data analysis techniques are data reduction, data presentation, and verification of conclusion drawing, Validity of the findings using extended observations, researcher persistence, and triangulation. The results of this study are the parenting patterns applied to children from broken homes are democratic parenting and permissive parenting. The terms of their intellectuals are a decrease in cognitive abilities, reading delays and difficulty concentrating during the learning process, while the psychological characteristics that occur in children are that children tend to have bad temperaments, emotional instability, are sensitive and have closed personalities. Parenting consists of internal factors and external factors. Internal factors include parental attention, parental religious understanding, and parental education. While external factors include the environment where the child lives.

Keywords: Parenting, Broken Home Children

Introduction

Education is important for every individual, because education can grow a good generation from the previous generation. This can be seen from several aspects, such as the knowledge gained and also the applied moral education[1]. Education is not only limited to school or college, but education is a shared responsibility, starting from the government, schools, the community and family as the smallest scope.[2] The family is the smallest sphere, but precisely because of that the family environment is an important part in the introduction of early education, therefore the family is the first source of education that a child receives as a new individual[3]. Although not the only source of education, the family is still the foundation of the moral foundation of children before entering formal education in the sense of school.

As stated in Article 26 paragraph 1 of the Republic of Indonesia Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, it is stated that parents are obliged and responsible for: a. nurturing, nurturing, educating, and protecting children; b. develop children according to their abilities, talents, and interests; c.

prevent marriage at the age of a child; and D. providing character education and inculcating character values in children[4]. As the word of Allah SWT in Surah At-Tahriim verse 6: Meaning: O you who believe! Protect yourselves and your families from the hell fire whose fuel is man and stone; their guardians are harsh, harsh angels, who do not disobey Allah in what He commands them and always do what is commanded."

The leading commentator, M. Quraish Shihab interprets this verse that Allah SWT recommends that family life be the subject of thought for every human being and valuable lessons should be drawn from it. According to his interpretation, family life, in addition to being one of the many signs of divine greatness, is also a blessing that must be utilized and at the same time grateful. For the sake of creating a harmonious family life and getting the smallest unit of a country to function properly, Islam through its Shari'a stipulates many guidelines and regulations.[5] In this case, parents have an important role to play as *madrasatul ula* or the first school for children, especially in providing character education and inculcating character values in children. This is intended as an effort to be grateful for the blessings of Allah SWT and in an effort to create a sakinah, mawaddah wa rahmah family[6] . The child is a deposit from Allah SWT that parents should provide protection, love, teach kindness, in speech and behavior so as to prevent children from behavior that is not commendable and violates norms both in religious norms and applicable social norms, which in the end will avoid from the torments of hellfire and the abyss of destruction. Moral education given by parents to children is a preparation for the maturity of children in facing the future and development of children, it is said that because children are a mandate from Allah SWT that must be cared for and guided. Thus the importance of the role of parents is the main foundation in children's moral education[7].

The phenomenon of broken home is rife. This is marked by the increasing divorce rate in Bojonegoro. Wills explains that Broken Home is defined as a fractured family, namely a condition of loss of family attention or lack of affection from parents caused by several things, it can be due to divorce so that the child only lives with one biological parent. Broken Home can be seen from two aspects, namely (1) The family is divided because the structure is not intact because one of the family members has died or has been divorced, (2) Parents are not divorced, but the family structure is no longer intact because of the father or mother. mothers are often not at home and

or do not show affectionate relationships anymore.[8]

Research from Azizah divorce can have an impact on children's psychological conditions such as lack of attention and affection for children against child's parental divorce causing feelings of anxiety, confusion, restlessness, shame and sadness, children will experience emotional disturbances and will run to juvenile delinquency and drugs.[9] In addition, the lack of affection for children, this also affects the behavior of children. Broken home can cause children to feel that they have lost the important role of family in their lives, feel stressed, depressed, and feel that they are the cause of the separation. The impact of a broken home will generally make children feel sad and lose their motivation or enthusiasm for life.[10] The results of research from Novianto the impact of a broken home on children causes parents' attention to children to be reduced. They tend to be more preoccupied with their own business. This is what can trigger children to take actions to deviate from norms and result in the creation of bad behavior and even criminality.[11]

There have been many examples, children who are victims of divorce have become neglected, commit crimes, are neglected and fall into promiscuity. Moreover, if the child victim of a broken home is still in the stage of growth and development which should require a lot of love and parental guidance. And it is exacerbated by the unpreparedness of the husband and wife at the time of marriage until a divorce occurs. Reporting from the Bojonegoro Religious Court website that divorce cases are increasing every year. For 2020, most of the applicants are women. After research, it turns out that 80 percent of them are caused by early marriage.[12] Early marriage not only has an impact on husband and wife, but children will also be affected. The Minister of Women's Empowerment and Child Protection, Bintang Puspayoga, said that child marriage has a massive impact including the increased risk of dropping out of school, low income, physical health due to girls not being ready to get pregnant and giving birth and mental unpreparedness to build a household that triggers violence, improper parenting to divorce. The wrong parenting will cause other risks such as triggering domestic violence, stunting, and psychological and moral problems for children.

Method

This research is a field research with a qualitative approach. The research subjects consisted of three children, 1 child aged 7 and 2 children aged 13 years from a broken home with different backgrounds, namely divorced and parents who were not present

for a long time. And referring to Elizabeth B Hurlock's theory that parenting is divided into three, namely authoritarian parenting, democratic parenting and Laissez Faire (permissive) parenting.[13] The research location is in Dander District, Bojonegoro Regency, which is the highest sub-district for divorce cases in 2020. The study was conducted for 6 months, data collection techniques were through observation with parents, teachers at schools and neighbors of broken home children, in-depth interviews with parents broken home children about parenting practices for their children, parental attention to children, and support for children, interviews were also conducted with teachers at schools and neighbors for broken home children, the last is documentation of broken home parents and children. The data analysis technique used is in the form of data reduction, data presentation, and verification of conclusion drawing. Checking the validity of the findings using extended observations, researcher persistence, and triangulation. [14] Research informants consist of parents or foster care, neighbors and teachers, where children from broken homes live.

Results and Discussion

The case of divorce rates in Bojonegoro Regency has increased. Data on the 2020 marriage dispensation and data on the number of cases of divorce, reconciliation and other cases for each sub-district in Bojonegoro Regency in 2019 and 2020 state that in 2019 the number of divorced divorces reached 956 and divorced cases amounted to 1915 cases. Meanwhile, in 2020 the number of divorced divorces reached 914 and there were 1979 cases of divorce. The global divorce rate rose from 2,871 to 2,893, which means that the divorce rate increased by 22 cases from the previous year. The three sub-districts that experienced the highest divorce cases were Dander District, Bojonegoro District, and Kedungadem District. (Data from the Bojonegoro Religious Court in 2019 and 2020, n.d.) In analyzing problems in children from broken homes, researchers analyzed two children's environments, namely from the school environment and the environment. Public. Because sometimes the two can be contradictory, in the sense that in a good community environment but in a bad education environment, or vice versa but also does not rule out the possibility that in these two environments children have the same good or bad personality.

Broken Home can be seen from two aspects, namely (1) The family is divided because the structure is not intact because one of the family members died or has been divorced, (2) The parents are not divorced,

but the family structure is no longer intact because of the father or mother. often not at home and or not showing affectionate relationships anymore.[15] In this study, interviews were conducted with two research subjects from the aspect of divorce, namely divorced and divorced, and one research subject with aspects of parents who were not present in full for a long time.

Findings

1.1. The problems faced are related to parenting for broken home children in the aspect of divorce

In analyzing the problem data faced with broken home parenting in the aspect of divorce, the researchers collected data by interview and observation, namely Ariel.

Ariel was left by his father about a year ago with a cholesterol disease background. Now Ariel lives with her mother at home. According to her mother's narrative, Nartiah revealed that Ariel is an obedient, open, and diligent child. After the death of his father, he became more diligent in worship. Ariel's mother considers that all these changes cannot be separated from the control of the school, Ariel's mother is grateful and considers the school to have made a big contribution to Ariel in instilling personality. Ariel's mother feels the difference in the characters of her two children, her first child was educated in a

public school and is now married, while her second child, Ariel, is sent to Madrasah. He admitted that his son's personality was different, especially in terms of worship and children's character, he admitted that learning at Madrasah was better. Nartiah revealed that Ariel never had problems at home even after the death of her father, Ariel became more diligent in worship, communicative, obedient and open to her mother.

Meanwhile, according to Ariel's neighbor, Suhardi also revealed that Ariel never had any problems in the community. Suhardi admitted that Ariel is an obedient child and is often at home, even though Ariel does not mix well with the children because he does not participate in activities in his environment such as playing soccer in his environment. However, after the death of his father not much has changed in Ariel. He is known to be a good boy in his neighborhood.

Meanwhile, at school, Wahyu Wijayanti as a Javanese language teacher at MTs Roudhotus Sholihin as well as Ariel's 5th grade homeroom teacher revealed that Ariel had changed. In terms of Ariel's emotions became more sensitive, intellectually also experienced a slight decline. Ariel becomes more difficult to understand the lessons, especially in Mathematics. In the teaching and learning

process in class Ariel can follow but is easily influenced by his friends, if he is close to a noisy friend then he will also be noisy and vice versa. In terms of activity, Wahyu notes that he once went on strike from school within 10 days. However, because communication is maintained between the school and parents, namely by having regular meetings every month, children's problems can be overcome together in encouraging students to learn, so that children can still walk in their respective corridors.

In this study focused on the character and intellectual problems of children. According to Ariel's mother, Nartiah and her neighbor Suhardi in their interview explained that Ariel was a good and obedient child, even after the death of his father he became more diligent in worship. So it can be said that Ariel has no problems with society. Meanwhile, in the school environment, Ariel's teacher, Wahyu, revealed that since the death of his father Ariel has changed a little, especially in his emotions, he has become more sensitive. In addition, he often does not understand the material well, especially in mathematics. Therefore, it can be concluded that Ariel has a problem with her character in the form of emotional instability and is easily sensitive, while Ariel's intellectual problems also occur in the form of a decrease in understanding

comprehension in learning. From this explanation, Ananda Aril has a family problem where parents' attention to him tends to be a little so that Aril feels he doesn't get special attention and Aril tends to have an emotional nature that is irritable, sensitive and has learning disorders while at school. It can be concluded that Aril is a child who tends to be sensitive, experiences emotional instability and decreases his grasping power in learning

1.2. The problems faced are related to the parenting style of broken home children in the aspect of divorce.

The second research subject with divorce factor is Reza. Reza not only went to school there, but he was also housed there, which is a foundation, namely the Mambaul Ulum Islamic Boarding School, Bulu Village, Sugihwaras District, Bojonegoro Regency. Reza is a victim of a broken home from his parents' divorce in Dander. In obtaining data on the subject, this time the researchers interviewed caregivers who were also teachers at PAUD Nurul Ulum and Madrasah Diniyah teachers at Mambaul Ulum Islamic Boarding School. Besides that, researchers also made observations there to analyze Reza's condition at home, at the cottage at school and at the madrasah diniyah. So that researchers can take data from the character and intellectual problems experienced.

Reza studied at the Islamic boarding school for about a year, after his father and mother divorced and then his mother remarried. Reza was brought by his mother and stepfather to the Mambaul Ulum Islamic Boarding School. This was motivated by the fact that the son of his stepfather had previously been in this cottage for 3 months of rehabilitation on instructions from the Dander Police and the Bojonegoro Social Service who were then taken to the Mambaul Ulum Islamic Boarding School, so it was from his stepfather's path that Reza was put into this cottage whose purpose was to educate and improve Reza's character to be better both in terms of character, social, intellectual, and spiritual.

In analyzing the background conditions and the development of Reza's character at home and at the cottage, the researcher interviewed the caretaker of the cottage who had communicated with Reza's biological mother from the start. Regarding the background, Mrs. Nyai Endang Sri Samsuni as the caretaker of the cottage and also the PAUD teacher Nurul Ulum explained Reza's background until he arrived at the cottage. According to his narrative, Reza is the son of Mrs. Sutini and Mr. Muhdi. After the divorce Reza lived with his mother, because her mother became the backbone of the family, her mother worked by opening a coffee shop business. Because his mother worked, he did not get enough supervision and love, so he used to play alone at home.

Not only did it stop there, but Reza's intellectual power also experienced delays from his friends. In this 2nd grade, Reza still cannot read and write, which then becomes a big problem for Reza in the learning process. At his home, Reza was registered with PAUD and Raudhatul Athfal, but because his mother was busy working so he didn't go to school because there was no one to accompany him, plus due to the Covid-19 pandemic he couldn't go to school optimally due to the implementation of distance learning. This adds to Reza's slump in the learning process, both in formal and non-formal schools. In terms of social, Reza is used to making friends with older children so he is lazy to study because he underestimates the lesson. Therefore, Reza is a privileged student in treatment at school, so Reza at his school this time he was placed in the front row which aims to make him more focused in learning, besides that he also gets extra hours of lessons at the end of the teaching and learning activity session.

About the condition of the house, Reza is still reluctant to tell. It's just that his mother sometimes tells Mrs. Nyai Endang but even then it is not so intense, her

mother likes to visit but sometimes because of the rules for visiting time limits set by the cottage, so her mother only visits once every 2 months. Socially, Reza is easy to get along with and adapts to, but when he is invited to study or recite the Koran, he is still lazy, and that causes him not to focus on lessons. Meanwhile, for primary needs such as food and drink, study needs, and clothes, the huts and Reza's parents will fulfill them fifty-fifty, but if there is not enough, the hut will back up. In addition, Reza is also famous for being temperamental when he is angry and likes to fight with his friends.

While the second interview with Muflihatul Fauziah as Reza's teacher at the Koran Education Park (TPQ) said that Reza's character development was quite good, Reza obeyed the rules at the cottage. However, during the learning process, Reza did not focus on studying, he often looked daydreaming and lazy, plus he could not read which made it difficult for Reza to understand the material so he was left behind with his friends. Even so, Reza continued to follow the learning and teaching activities well, he obeyed the rules that were applied. In addition, Reza also has a character that quiet though Reza will be temperamental when angry. But furthermore, Muflihatul Fauziah has never communicated directly with Reza's parents, while communication is still limited between Reza's parents and the caretaker of the cottage.

From the results of interviews on the second research subject, it can be concluded that Reza has problems in his closed and temperamental characteristics. Meanwhile, in intellectual matters, because he lacked supervision and affection from his parents, coupled with the pandemic condition which caused him not to be able to fully participate in learning at his previous school, Reza became late in terms of reading skills which led to a lack of understanding of the material presented by the teacher. As a result, he becomes daydreaming and lazy to study because he finds it difficult to understand the material presented plus he is left behind with his friends. From some of the data presented above, it can be concluded that Reza has a lack of communication problems, when Reza's school is difficult to understand the lessons conveyed by the teacher, Reza tends to have a temperamental attitude which causes Reza to often skip school and be lazy to study at home.

1.3. The problems faced are related to parenting for broken home children in the aspect of parents who are not present in full for quite a long time.

In the third research subject, the researcher conducted a study on Vano with

aspects of the structure of parents who were not present completely for a long time. Currently he lives at home with his grandmother, because his father works in Kalimantan and his mother stays at home only in the afternoon until the evening. In analyzing the problems that occur related to parenting, the researchers took data by interviewing and observing Vano's grandmother, neighbors, and teachers to see problems that occurred at home, in Vano's social and intellectual sphere at school.

The first data collection was by interviewing Vano's grandmother, Siti Umailah. Siti Umailah is 50 years old and currently works as a farmer with a junior high school education or equivalent. In raising Vano, Siti Umailah often approaches Vano by sharing stories with Vano. This is intended to instill a sense of mutual trust, communicative and transparent. So Siti Umailah understands in detail the problem that happened to Vano. As for the communication between Vano's father and mother, Siti Umailah admitted that Vano's father and mother often gave news, even every day by means of video calls. This causes them to be communicative and their father and mother's way of giving attention, even if only on a mobile phone. Furthermore, Siti Umila said that while at home, Vano was not fussy and did not often go out of the house.

But after the researchers made observations at his house, Vano's silence or not being fussy could not be separated from the mobile phone that was made for playing. However, Siti Umila admits that so far her character is good, willing to be invited to worship, obedient and creative. Meanwhile, Vano's primary and secondary needs are met by his parents and whatever is asked of him is always complied with. On this basis, Siti Umila considers that at home there is no problem because communication is still going on.

The second data interview was conducted with Veno's neighbor, Diah Indrawati. According to Diah, Vano is a child who can interact well, especially when playing. However, it is possible that he is naughty, but still in a naughty manner which is common for children at the age. Regarding the interaction of parents with the environment, Diah admitted that his father rarely interacted with the environment, because he worked far away and came home only once a year, while his mother was not at home every day. The third interview was conducted with Vano's teacher at the MI Roudhotus Sholihin school, Iin Taufiq, S.Pd is Vano's class teacher, namely the homeroom teacher of class 2. Iin said that Vano was an active child at school but he often fought with his friends at school.

The researcher asked his grandmother if Vano often had fights with his friends? Granny Vano answered sometimes, but not often. Vano's grandmother, who every day delivers and waits for Vano to come home from school, also defends Vano when he is fighting. However, in his speech, Vano is a polite child. However, when in class and in the process of teaching and learning activities, Vano is difficult to focus on lessons, easy to daydream, and plus he is classified as a child who reads late. This became a big influence for Vano in understanding the lessons conveyed by the teachers.

So in parenting with parental aspects that were not present completely for a long time, which resulted in the parenting pattern shifting to Vano's grandmother, problems occurred in Vano's character and intellectuality. In terms of character, according to grandmother and neighbors, Vano does not play much outside the house and is a quiet child, but after being observed when meeting him at home, it turns out that Vano's silence is caused by the facilities provided by his grandmother in the form of a mobile phone that is used to play games. This is certainly not good if it is done continuously. According to research, playing games continuously can have an impact on children's cognitive.

There are results of research on the relationship between the duration of playing games with children's cognitive. The difference in the intensity of playing games with a duration of 3 hours and > 3 hours per day, duration 21 hours per week and > 21 hours per week on the cognitive level (logic-mathematical intelligence). Playing games with a short duration can have a positive impact on cognitive or intelligence. Playing games for a long time and done every day can have a negative impact on cognitive or intelligence. Playing games can develop brain abilities related to cognitive or logical-mathematical intelligence such as the ability to count, logical thinking and problem solving. Games can help children learn if playing can be controlled or limited to a duration of 3 hours per day.[16]

This is in accordance with Iin's teacher Vano's statement that Vano often daydreams and doesn't focus on the lesson. During class, Vano's teacher asks what's wrong, Vano is just daydreaming, is there a problem? Vano answered no ma'am, answered Vano. In intellectual matters, especially in the teaching and learning process, problems also arise that Vano is still a child who is late to read and this has an effect on the lack of understanding of the material presented by the teacher in class (Iin said). From this explanation, it can be concluded that the problems that plague

Vano are experiencing weak concentration, experiencing delays in reading and being weak in catching lessons when taking lessons in class.

1. Parenting patterns for Broken Home children

Based on the three research subjects there are differences in parenting. Ariel, a child from a broken home with aspects of divorce, was raised by his own mother. Reza, a broken home with aspects of divorce, was raised in a boarding school. Meanwhile, Vano has a broken home with parental aspects that have not been present for a long time. raised by his grandmother. However, apart from these differences in upbringing, researchers will also refer to the opinion of the division of parenting according to experts, such as the opinion of Elizabeth B Hurlock, as a developmental psychologist who said that there are three types of parenting, namely authoritarian parenting, democratic parenting, and Laissez parenting. Faire (permissive) [17]

2.1. Parenting patterns for broken home children with aspects of divorce

Ariel was raised by her own mother. After the death of his father, Ariel lives alone with his mother who is now the backbone of the family. In the previous explanation Ariel has a problem with his character in the form of emotional

instability and is easily sensitive, while the intellectual problem that occurs in Ariel is in the form of a decrease in understanding comprehension in learning.

It can be said that the problems that happened to Ariel were not so extreme, this could not be separated from the role of the school who also supervised Ariel's development. In interviews and observations conducted by researchers, Ariel's mother paid attention and gave freedom to Ariel, but it was still within the scope of responsible freedom and Ariel's mother also gave full attention to Ariel by means of communication in sharing stories. Because by sharing stories will show our concern for each other. So it can be interpreted in this parenting style Ariel's parents use democratic parenting.

2.2. Parenting patterns for broken home children with aspects of divorce

Reza, who is a victim of a broken home with aspects of divorce, initially lived with his mother. However, because his mother remarried, at the will of his stepfather he was in a boarding house so that his character could be improved. In the previous presentation, it was stated that Reza had problems in his closed and temperamental characteristics, while intellectual problems occurred in reading

delays which resulted in him lacking in understanding the lesson.

Currently, Reza is under the care of the Mambaul Ulum Islamic Boarding School, Bulu Village, Sugihwaras District, Bojonegoro Regency, which is being cared for by K.H. Achmad Machsun and Mrs. Nyai Endang Sri Samsuni. In addition to the book boarding school, another advantage of this boarding school is that it is a rehabilitation boarding school for marginalized communities, such as people with mental disorders (ODGJ) due to psychotropic substances, drugs, street children, punk children, and children facing the law (ABH). This Islamic boarding school has also collaborated with the Ministry of Religion in the implementation of the Dikterapan (Integrated Education for Children of Hope) program, since then the Bojonegoro Regency Government has also collaborated to deal with children who violate the City Spatial Planning article. In this Islamic boarding school Reza was educated to improve his character for the better. Mrs. Nyai Endang said that in educating Reza, it was adjusted to the schedule in the cottage and the rules of the cottage. In this case, freedom is given during recess and an approach is also taken to give advice and guidance to Reza. So it can be interpreted that the parenting provided is a democratic parenting style.

2.3. Parenting patterns for broken home children with parental aspects who are not present in full for a long time.

Vano's parenting pattern is with his grandmother, because his father works far away and his mother is only home in the late afternoon. Family conditions that have different structures, where children live with their grandmothers and receive care by their grandmothers result in different patterns of relationships and problems. After observing the research subjects, there is a tendency for grandmother's parenting found in this study to be permissive parenting. Grandma only judged that staying at home was better than playing outside by being given a mobile phone to play. The limited knowledge of technology owned by Vano's grandmother can result in uncontrolled playing and learning time. The following are the negative impacts of playing online games, including:

2.3.1. Making excessive addiction and forgetting in everything, in playing online games a gamer can become addicted because he is required to play continuously so as not to be left behind. When gamers are addicted to online games, it will take up gamers' time.

2.3.2. Lowering body fitness, when playing online games automatically a gamer does not move his body so that there will be a lack of activity.

2.3.3. It is difficult to concentrate during the teaching and learning process, when the learning process of an addicted gamer will think more about the game then concentration in learning will be disturbed.

2.3.4. Decreased motivation to learn, a gamer will be lazy to study or do schoolwork.

2.3.5. Damage the eyes and nerves, playing games excessively will cause the lens of the eye to weaken.

2.3.6. Lack of socialization, a gamer who is too busy in the game will forget about the surrounding environment, so there will be a lack of socialization with the surrounding environment.

This is relevant to what Vano experienced at school, such as point number 2 that during the teaching and learning process Vano often daydreams and finds it difficult to concentrate while studying. In addition, pon number 4 related to Vano's low learning motivation which made it difficult for him to be able to read so that he experienced reading delays compared to his peers. Supporting and inhibiting factors in parenting of Broken Home children in Dander District, Bojonegoro Regency. After conducting interviews and observations, the outline of the three research subjects can be described as follows. Supporting factors and inhibiting factors in the three subjects of this study are:

3.1. Parents attention

The three research subjects received parental attention differently. Ariel, the victim of a broken home from the aspect of divorce, gets the full attention of her mother. So the problem that happened to him was not too big. Secondly, Reza, a victim of a broken home with a divorce, before he went to a boarding school at home he experienced a lack of love from his mother. Because his mother worked and did not get the love of his father. This resulted in problems that arise in Reza, both in terms of social and intellectual. So that his stepfather took the initiative to rehabilitate Reza at the Mambaul Ulum Islamic Boarding School to improve Reza's character for the better. Third Vano, Vano still get his father's love but not directly. Her mother was not fully at home, which required her grandmother to take care of her at home. This affection and attention that he does not fully get results in him being less disciplined in dividing his time, which results in weakening his social and intellectual abilities.

3.2. Understanding of Parents Religion

In the first research subject, Ariel received full support from her mother for the importance of understanding religion,

therefore her mother said that the development of the characteristics that were built could not be separated from the role of Madrasa, and she felt lucky to have sent her children to Madrasa.

Furthermore, Reza, the new family fosters a new parenting style for Reza. The religious understanding that his stepfather got, requires that the dai is now in a boarding school to be rehabilitated and receive intensive learning to improve his character for the better. The subject of the last research on Vano, Vano's grandmother taught Vano to be diligent in worshiping by inviting him to do maghrib and evening prayers at the mosque near his house. Habituation like this will also affect the development of Vano's character.

3.3. Family Socio-Economic Level

In an interview with Mrs. Nyai Endang, the caretaker of the Mambaul Ulum Islamic Boarding School, she said that economic factors influence the child's upbringing. He compares with Reza's friend who has a background of people who are able, while Reza has a background of people who can't. Reza's upbringing at home was not taken care of because his mother left him working at a coffee shop. For those who are economically capable, of course they also get enough time and attention. However, when they are at the cottage, they are all generalized, both must obey the rules of the cottage and there is no distinction.

3.4. Education of Parents or Foster Guardians

Parental education plays an important role in the development of children's learning. As parents, they provide guidance and help their children study at home to do assignments from school so that their children get good achievements in school. Parents are expected to be able to help improve their children's achievements, parents can guide and direct their children to study at home, because parents are the first and foremost educators for the success of their children. Students always study at home in order to get good performance in school.[18] As experienced by Vano, after being met during an interview, Vano's grandmother had an objection when the school required online learning. Granny Vano had difficulty in the learning method that should be applied. Mrs. Ariel also experienced the same thing when learning from home.

3.5. Living Environment

The environment is the most important factor in the growth and development of children both physically and psychologically. The wrong parenting pattern can also affect the character of his personality. Students' learning motivation

will grow if there is a conducive living environment and parenting patterns that can stimulate and foster learning motivation within themselves. Therefore, the learning process will be successful when students have motivation in learning, if children do not get motivation to learn from the environment where they live or from parenting patterns, then teachers need to foster student learning motivation.[19] Like Reza, because his stepfather considered the existing environment to be less conducive to improving Reza's character, his stepfather took the initiative to house him at the Mambaul Ulum Islamic Boarding School. After being in a dive lodge for the past year, there has been a change in Reza, especially in his character. Therefore, environmental factors are very important in parenting.

Conclusion

Based on data analysis and discussion, it can be concluded that parenting patterns for broken home children in Dander District, Bojonegoro Regency. on the intellectual aspect there is a decrease in cognitive abilities, reading delays, and often not concentration which results in a lack of understanding of the material during the learning process. While the psychological characteristics that occur in children are having a bad temper, emotional instability, being sensitive and having a closed personality. This is due to several factors

including parental attention, parental education, parents' social and economic level, and living environment. There are two parenting patterns for broken home children in Dander District, Bojonegoro Regency, namely democratic parenting and permissive parenting.

References

Azizah, Rina Nur. "Dampak Perceraian Orang Tua Terhadap Perkembanganpsikologis Anak." *Al-Ibrah* 2, no. 2 (2017): 152–72.

Elizabeth B. Hurlock. *Developmental Psychology: A Life-Span Approach*. 5th ed. McGraw-hill publishing co: McGraw-hill publishing co, 1987.

Fuadah, R T. "Implementasi Undang-Undang Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak: Studi Kasus …," 2018. http://digilib.uinsgd.ac.id/18458/.

Handyani, Riska. "Pengaruh Lingkungan Tempat Tinggal Dan Pola Asuh Orangtua Terhadap Motivasi Belajar Siswa Sekolah Dasar." *Jurnal Tunas Bangsa* 6, no. 1 (2019): 15–26.

Karsidi, Dr, and others. "Sosiologi Pendidikan," 2005.

Khairani, Wardina. "PERAN ORANGTUA TERHADAP PENGGUNAAN MEDIA INTERNET DALAM PERILAKU KEAGAMAAN ANAK (Studi Pada Keluarga Muslim Di Kelurahan Bandar Jaya Barat Kecamatan Terbanggi Besar)." UIN Raden Intan Lampung, 2019.

Khanif, Rohmat, Muslimah Muslimah, and Ahmadi Ahmadi. "Urgensi Pengelolaan Keluarga Sebagai Madrasatul'ula Dalam Meminimalisir Dekadensi Moral

Generasi Muda Masa Kini." *Jurnal Pendidikan Islam Al-Affan* 1, no. 2 (2021): 103–12.

M. Quraish Shihab. *Membumikan Alquran: Fungsi Dan Peran Wahyu Dalam Kehidupan Masyarakat,*. Bandung: Mizan, 1994.

Manggena, Theresita Febriane, Kukuh Pambuka Putra, and Theresia Pratiwi Elingsetyo Sanubari. "Pengaruh Intensitas Bermain Game Terhadap Tingkat Kognitif (Kecerdasan Logika-Matematika) Usia 8-9 Tahun." *Satya Widya* 33, no. 2 (2017): 146–53. https://doi.org/10.24246/j.sw.2017.v33.i2.p146-153.

Mistiani, Wiwin. "DAMPAK KELUARGA BROKEN HOME TERHADAP PSIKOLOGIS ANAK." *Musawa: Journal for Gender Studies* 10, no. 2 (2020). https://doi.org/10.24239/msw.v10i2.528.

Mudjia Rahardjo. "Triangulasi Dalam Penelitian Kualitatif." *Maulana Malik Ibrahim Malang,* 2017. https://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html.

Novianto, Roy, Amrazi Zakso, and Izhar Salim. "Analisis Dampak Broken Home Terhadap Minat Belajar Siswa." *Jurnal Pendidikan Dan Pembelajaran* 9, no. 3 (2019).

Sihombing, Rizky Agassy, and Pristi Suhendro Lukitoyo. "Peranan Penting Pancasila Dan Pendidikan Kewarganegaraan Sebagai Pendidikan Karakter Di Masa Pandemi Covid-19." *Jurnal Pendidikan Kewarganegaraan Undiksha* 9, no. 1 (2021): 49–59.

Wiyono, Hadi. "Pendidikan Karakter Dalam Bingkai Pembelajaran Di Sekolah." *CIVIS* 2, no. 2 (2012).

Wulandri, Desi dan Nailul Fauziah. "Pengalaman Remaja Korban Broken Home (Studi Kualitatif Fenomenologis)." *Empati* 8, no. 1 (2019): 1–9.

Zulnuraini, Herlina, and Reskia Sri. "Pengaruh Tingkat Pendidikan Orang Tua Terhadap Prestasi Belajar Siswa." In *Elementary School of Education*, 2:82–93, 2014. http://jurnal.untad.ac.id/jurnal/index.php/.

(Endnotes)

[1] Rizky Agassy Sihombing and Pristi Suhendro Lukitoyo, "Peranan Penting Pancasila Dan Pendidikan Kewarganegaraan Sebagai Pendidikan Karakter Di Masa Pandemi Covid-19," *Jurnal Pendidikan Kewarganegaraan Undiksha* 9, no. 1 (2021): 49–59.

[2] Hadi Wiyono, "Pendidikan Karakter Dalam Bingkai Pembelajaran Di Sekolah," *CIVIS* 2, no. 2 (2012).

[3] Dr Karsidi and others, "Sosiologi Pendidikan," 2005.

[4] R T Fuadah, "Implementasi Undang-Undang Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak: Studi Kasus …," 2018, http://digilib.uinsgd.ac.id/18458/.

[5] M. Quraish Shihab, *Membumikan Alquran: Fungsi Dan Peran Wahyu Dalam Kehidupan Masyarakat,* (Bandung: Mizan, 1994).

[6] Rohmat Khanif, Muslimah Muslimah, and Ahmadi Ahmadi, "Urgensi Pengelolaan Keluarga Sebagai Madrasatul'ula Dalam Meminimalisir Dekadensi Moral Generasi Muda Masa Kini," *Jurnal Pendidikan Islam Al-Affan* 1, no. 2 (2021): 103–12.

[7] Wardina Khairani, "PERAN ORANGTUA TERHADAP PENGGUNAAN MEDIA INTERNET DALAM PERILAKU KEAGAMAAN ANAK (Studi Pada Keluarga Muslim Di Kelurahan Bandar Jaya Barat Kecamatan Terbanggi Besar)" (UIN Raden Intan Lampung, 2019).

[8] Desi dan Nailul Fauziah Wulandri, "Pengalaman Remaja Korban Broken Home (Studi Kualitatif Fenomenologis)," *Empati* 8, no. 1 (2019): 1–9.

[9] Rina Nur Azizah, "Dampak Perceraian Orang Tua Terhadap Perkembanganpsikologis Anak," Al-Ibrah 2, no. 2 (2017): 152–72.

[10] Wiwin Mistiani, "DAMPAK KELUARGA BROKEN HOME TERHADAP PSIKOLOGIS ANAK," *Musawa: Journal for Gender Studies* 10, no. 2 (2020), https://doi.org/10.24239/msw.v10i2.528.

[11] Roy Novianto, Amrazi Zakso, and Izhar Salim, "Analisis Dampak Broken Home Terhadap Minat Belajar Siswa," *Jurnal Pendidikan Dan Pembelajaran* 9, no. 3 (2019).

[12] Wulandri, "Pengalaman Remaja Korban Broken Home (Studi Kualitatif Fenomenologis)."

[13] Elizabeth B. Hurlock, *Developmental Psychology: A Life-Span Approach*, 5th ed. (McGraw-hill publishing co: McGraw-hill publishing co, 1987).

[14] Mudjia Rahardjo, "Triangulasi Dalam Penelitian Kualitatif," *Maulana Malik Ibrahim Malang*, 2017, https://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html.

[15] Wulandri, "Pengalaman Remaja Korban Broken Home (Studi Kualitatif Fenomenologis)."

[16] Theresita Febriane Manggena, Kukuh Pambuka Putra, and Theresia Pratiwi Elingsetyo Sanubari, "Pengaruh Intensitas Bermain Game Terhadap Tingkat Kognitif (Kecerdasan Logika-Matematika) Usia 8-9 Tahun," Satya Widya 33, no. 2 (2017): 146–53, https://doi.org/10.24246/j.sw.2017.v33.i2.p146-153.

[17] Elizabeth B. Hurlock, *Developmental Psychology: A Life-Span Approach*.

[18] Zulnuraini, Herlina, and Reskia Sri, "Pengaruh Tingkat Pendidikan Orang Tua Terhadap Prestasi Belajar Siswa," in *Elementary School of Education*, vol. 2, 2014, 82–93, http://jurnal.untad.ac.id/jurnal/index.php/.

[19] Riska Handyani, "Pengaruh Lingkungan Tempat Tinggal Dan Pola Asuh Orangtua Terhadap Motivasi Belajar Siswa Sekolah Dasar," *Jurnal Tunas Bangsa* 6, no. 1 (2019): 15–26.

Parenting Patterns For Broken Home Children

7% SIMILARITY INDEX

6% INTERNET SOURCES

4% PUBLICATIONS

1% STUDENT PAPERS

PRIMARY SOURCES

1	asianpublisher.id Internet Source	1%
2	jurnal.iain-bone.ac.id Internet Source	1%
3	ppjp.ulm.ac.id Internet Source	<1%
4	Submitted to Broward Community College Student Paper	<1%
5	www.ijicc.net Internet Source	<1%
6	ojs.uho.ac.id Internet Source	<1%
7	ejournal.papanda.org Internet Source	<1%
8	repo.uinsatu.ac.id Internet Source	<1%
9	journal.walisongo.ac.id Internet Source	<1%

10 ejournal.iainbengkulu.ac.id
Internet Source
<1%

11 repository.uinsaizu.ac.id
Internet Source
<1%

12 interoperabilitas.perpusnas.go.id
Internet Source
<1%

13 repository.iainpare.ac.id
Internet Source
<1%

14 www.jurnal.stituwjombang.ac.id
Internet Source
<1%

15 Egidya Chikita Defira Yana, Aspin Aspin, Citra Marhan. "HUBUNGAN ANTARA POLA ASUH DEMOKRATIS TERHADAP KONSEP DIRI REMAJA DI SMAN 11 KENDARI", Jurnal Sublimapsi, 2020
Publication
<1%

16 Eshthih Fithriyana. "PENGOLAHAN PRODUK BERBAHAN DASAR BUAH PEPAYA SEBAGAI UPAYA PEMBERDAYAAN EKONOMI MASYARAKAT PEDESAAAN", AL-UMRON : JURNAL PENGABDIAN KEPADA MASYARAKAT, 2020
Publication
<1%

17 M. Junaeddy, Budi Parmono, Hanafi Arief. "Criminal Actions Against People Exploiting Children In Accordance To Indonesian
<1%

Criminal Law", International Journal of Law, Environment, and Natural Resources, 2023
Publication

18   jurnal.unissula.ac.id
     Internet Source   <1%

19   ojs.fkip.ummetro.ac.id
     Internet Source   <1%

20   repository.iainbengkulu.ac.id
     Internet Source   <1%

21   siasatjournal.com
     Internet Source   <1%

22   123dok.com
     Internet Source   <1%

23   Satri Yozi, Annisaul Khairat, Admalinda
     Admalinda. "The Yellow Book-Based Fikih
     Learning Method at the Waratsatul Anbiya
     Islamic Boarding School", Journal of
     Multidisciplinary Science: MIKAILALSYS, 2023   <1%
     Publication

24   Syamsul Fatoni. Al-Risalah, 2020
     Publication   <1%

25   adoc.pub
     Internet Source   <1%

26   eprints.umm.ac.id
     Internet Source   <1%

27 idr.uin-antasari.ac.id
Internet Source

<1 %

28 journal.uinmataram.ac.id
Internet Source

<1 %

29 riset.unisma.ac.id
Internet Source

<1 %

30 journal.unnes.ac.id
Internet Source

<1 %

31 zh.wikipedia.org
Internet Source

<1 %

32 journal.unpas.ac.id
Internet Source

<1 %

33 digilib.iain-jember.ac.id
Internet Source

<1 %

34 media.neliti.com
Internet Source

<1 %

35 repository.unj.ac.id
Internet Source

<1 %