



**The impact of broken homes on the learning motivation of students: Case Study in elementary school in North Lombok, Indonesia**

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## The impact of broken homes on the learning motivation of students: case study in elementary school in North Lombok, Indonesia

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### Abstract

This research aims to describe the impact of broken home families on the learning motivation of grade 4 students at elementary school. This research is a descriptive type of qualitative research. Data collection techniques use observation, interviews, and documentation. The data obtained was analyzed descriptively by reducing the data, presenting the data and drawing conclusions. The validity of the data or check the data using source triangulation. The results of this research show that broken home families tend to have less motivation to learn, three students tend to be less, so that children are less motivated in learning. Children become lazy about studying, lazy about going to school, enthusiastic about learning, and indifferent to the learning process. Parents should maintain harmony in the family for the good of the child.

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## 1. Introduction

Family is the first madrasah for children, serving as the primary place where they learn about values, norms, and acceptable behaviors (Rubin, & Chaer, 2021). Within the family, children are introduced to what is permitted and forbidden, what is appropriate and inappropriate, and other moral principles. Parents play a crucial role in shaping their children's cognitive, affective, and psychomotor development. As the first educators, parents are instrumental in instilling these values in their children (Susilo, 2020). Their role as the child's initial teachers highlights the significance of the family as the foundation for education and character building (Sari et al., 2023).

Beyond instilling values, the family is also a vital source of motivation for children's learning. This motivational support is essential in achieving educational success and meeting academic goals. Hairiyah and Arifin (2020) emphasize that the realization of educational objectives depends not only on an individual's position within a community but also on the family's role as a motivator and supporter of the child's aspirations. Families encourage children to plan for their future success by fostering a conducive learning environment and providing emotional support, which directly impacts their enthusiasm and commitment to learning (Bempechat, & Shernoff, 2012; Raftery et al., 2012).

However, family disruptions, such as those caused by a broken home, can significantly affect children's motivation and academic performance. Goode (2007), as cited by Sitompul and Widiastuti (2022), describes family chaos as the breakdown of social roles when one or more members fail to fulfill their responsibilities adequately. This disruption can lead to dramatic changes and moral dilemmas within the family structure, often impacting children the most.

Several previous studies have shown that family conditions greatly influence children's learning motivation. Research conducted by Hermayanti & Syamsudin (2023). revealed that children raised in harmonious families tend to have higher learning motivation compared to those from families experiencing conflict. This is because a supportive family environment provides children with comfort and attention, motivating them to achieve academic success. Another study by Rahmawati et al. (2021) emphasized that emotional support and parental attention play a crucial role in boosting children's self-confidence, which ultimately impacts their academic achievements. Additionally, research by Azzahra

et al (2022) found that children from broken home families often face various learning challenges, such as low concentration levels, lack of motivation, and minimal parental support in their studies. They also tend to experience emotional stress that can hinder the learning process. The study highlighted the need for special attention from schools and communities to help these children overcome their difficulties. Another study by Nugroho et al. (2022) underscored the importance of teachers' roles in supporting children from disrupted family environments. Teachers can act as motivators and mentors, helping children stay focused on their educational goals despite challenging family circumstances. These studies consistently demonstrate that the quality of the family environment significantly impacts children's learning motivation and success, highlighting the need to optimize the family's role in supporting children's education.

This study aims to explore the effects of broken home families on the learning motivation of grade 4 students at SDN 3 Rempek Darusallam during the 2023/2024 academic year, shedding light on the challenges faced by children in such circumstances.

## **2. Method**

### ***Research Method***

This study adopts a qualitative case study research method. The qualitative approach focuses on describing and analyzing phenomena without relying on numerical or statistical data. The study seeks to provide a descriptive presentation of the impact of broken home families on the learning motivation of fourth-grade students. By examining this issue in depth, the research aims to capture the unique and contextual experiences of students affected by such family conditions.

### ***Participants***

The participants in this study include fourth-grade students from an elementary school in North Lombok, Indonesia. The selection of participants was based on purposive sampling, targeting students identified as coming from broken home families. In addition to the students, their teachers and parents were also involved to gain a more comprehensive understanding of the issue from multiple perspectives.

### ***Data Collection***

Data collection was carried out using several methods to ensure a thorough understanding of the phenomenon:

- a) **Observation:** The researcher conducted classroom observations to examine students' behavior, engagement, and motivation during learning activities.
- b) **Semi-structured interviews** were conducted with students, parents, and teachers to explore their experiences, perceptions, and challenges related to learning motivation in the context of broken home families.
- c) **Documentation:** Relevant school records, attendance sheets, and students' academic performance reports were reviewed to complement the data from observations and interviews.

### ***Data Analysis***

The data collected were analyzed qualitatively using a thematic analysis approach. The process involved the following steps:

- a) **Data Familiarization:** The researcher thoroughly reviewed all collected data to gain an overall understanding.
- b) **Coding:** Key themes and patterns were identified and coded based on recurring ideas or significant insights.
- c) **Theme Development:** The codes were organized into broader themes, such as family support, emotional well-being, and academic challenges.
- d) **Interpretation:** The researcher interpreted the themes in relation to the research question to understand the impact of broken home families on learning motivation.

The analysis aimed to provide a holistic and contextual understanding of the participants' experiences while maintaining the integrity and richness of the qualitative data.

### 3. Results and Discussion

#### 3.1 Research Findings

##### *Learning Motivation as a Key Driver of Academic Success*

Learning motivation is a critical factor in students' academic journeys. According to Alyusfitri (2020), students with high motivation are more likely to demonstrate creativity, persistence, and engagement in their studies, leading to improved academic outcomes. Motivation serves as a catalyst for effective learning, driving students to overcome obstacles, complete tasks, and achieve their educational objectives.

However, the absence of motivation can have detrimental effects. Students lacking motivation often display signs of disengagement, such as tardiness, absenteeism, and indifference toward assignments and classroom activities. These behaviors not only hinder individual progress but also disrupt the overall learning environment. At SDN 3 Rempek Darussalam, the impact of broken home conditions on learning motivation was evident among students in various grade levels, highlighting the widespread nature of this issue.

##### *The Impact of Broken Homes on Fourth-Grade Students*

The research focused on four fourth-grade students at SDN 3 Rempek Darussalam who exhibited a noticeable decline in learning motivation due to broken home conditions. Observations and interviews revealed several common behavioral patterns among these students:

- a. **Reluctance to Study:** Students from broken homes often lacked the enthusiasm to engage with academic material, preferring instead to avoid studying altogether.
- b. **Lack of Enthusiasm for School:** A general disinterest in attending school was observed, with students expressing apathy toward educational activities.
- c. **Frequent Absenteeism:** Attendance records indicated a higher rate of absences among students from broken homes, further compounding their academic struggles.

These behaviors, rooted in the emotional and psychological turmoil caused by family disharmony, directly impacted the students' academic performance. Teachers reported that these students struggled to keep up with their peers, often falling behind in their studies.

##### *Family Disharmony and Emotional Stability*

Family harmony plays a vital role in providing children with the emotional stability needed for effective learning. Willis (2015) defines a broken home as a family disrupted by divorce, the death of a parent, or a lack of harmony and affection between family members. Such conditions deprive children of the security and support necessary for healthy development, leaving them vulnerable to feelings of isolation, anxiety, and low self-esteem.

At SDN 3 Rempek Darussalam, teachers noted that students from broken homes often displayed signs of emotional distress, including withdrawal, irritability, and difficulty concentrating. These emotional challenges hindered their ability to engage fully in the learning process, further diminishing their motivation to succeed academically.

#### **Analysis of Data and Patterns**

##### *Indicators of Low Motivation Across Grade Levels*

The study identified several indicators of low motivation that were consistent across grade levels:

- a) **Tardiness:** Students frequently arrived late to class, disrupting the learning environment and missing valuable instructional time.
- b) **Incomplete Assignments:** Apathy toward homework and in-class tasks was a common theme, with students showing little interest in completing their work.
- c) **Indifference During Lessons:** Teachers observed a lack of participation and engagement during lessons, with students often appearing distracted or disinterested.

These behaviors were most pronounced among students from broken homes, suggesting a strong correlation between family disharmony and learning motivation.

##### *Insights from Teachers and Stakeholders*

Interviews with homeroom teachers provided valuable insights into the challenges faced by students from broken homes. Teachers emphasized the importance of addressing these students' emotional and psychological needs, noting that their struggles often stemmed from a lack of parental support and guidance.

One teacher shared an anecdote about a student whose parents had recently divorced. The student, once enthusiastic and diligent, became withdrawn and disinterested in school activities. Despite the teacher's efforts to provide additional support, the student's academic performance continued to decline. This example highlights the profound impact of broken home conditions on a child's motivation and overall well-being.

### **3.2 Discussion**

Students who grow up in a broken home family environment tend to get less attention and support from their family in their education. So that children are less motivated to learn. This is shown in terms of student attendance who are often absent even without explanation, and are indifferent to the learning process. As expressed by Roy Novianto, et al., students from broken homes tend to have problems in learning, namely in terms of learning motivation, which is indicated by very unsatisfactory learning outcomes, students are not moving up a grade, and often skip school (Novianto, 2020).

The condition of a broken home family that is experiencing divorce can cause children to experience mental stress, children's behavior patterns are not well organized, emotions are uncontrolled, and they prefer to be alone. One of the prominent impacts of a broken home is that children have deviant personalities. This makes it difficult for children to socialize in choosing friends in society. Likewise, in research in various literatures, broken homes cause children to lose affection from their parents, have difficulty socializing, and lack self-confidence (Indrawati & Dewi, 2022), high anxiety and fear (Mistiani, 2018). Moreover, for children who are still young, broken homes have a significant impact on the psychosocial development of early childhood.

Broken homes have affected children's education in society today (Mayowa, 2021). From the informant's statement, we can also see that broken home families have an impact on their education. As the results of research that has been conducted, there is a significant relationship between children from broken home families and academic achievement both in elementary and secondary school levels (Omoruyi, 2014; Okoree et al., 2020; Oribabor, 2014; Gul & Nadeemullah, 2017), one of which is the regular attendance of students to school (Achilike, 2017) or even dropping out of school (Ardilla & Cholid, 2021). Thus, there is a significant difference between the academic achievement of students from broken homes and intact families (Ogbeide et al., 2013).

## **4. Conclusion**

Based on the results and discussion of the study on the impact of broken home families on the learning motivation of fourth-grade students at an elementary school in North Lombok, Indonesia, it can be concluded that broken home conditions significantly affect the learning motivation of students. This is particularly evident in three students who tend to receive less attention and support from their families in terms of education. As a result, these children demonstrate low learning motivation, which is reflected in several indicators. First, student attendance is often disrupted, with frequent absenteeism and no clear explanations for their absence. Second, the students become lazy to study, both at home and in school, which negatively impacts their understanding and academic performance. Third, there is a lack of interest in going to school, as shown by their apathetic attitude toward education. Fourth, during the learning process, the students display a lack of enthusiasm and indifference toward classroom tasks or discussions.

This situation indicates the need for special attention from both the school and family to address these issues. Emotional support and psychological attention from the family, along with effective intervention strategies from the school, are crucial to helping students from broken home families regain their motivation to learn. With the right support, these students have a better chance of improving their motivation and achieving their academic potential.

### Limitations

Write down the limitations of the research you conducted. Explain what was done for further research.

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The researchers would like to thank all parties involved in this research.

### Author Contribution

Author 1: Conceptualization, Writing - Original Draft, Editing and Visualization;

Author 2: Writing - Review & Editing, Formal analysis, and Methodology;

Author 3: Validation and Supervision.

### Conflict of Interest

The authors declare no conflict of interest.

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