



Disharmony in the Family: How Does it Impact the Learning Process? Case Study on Senior High School Students

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Abstract: This study aims to determine the impact experienced by children at SMA Negeri 11 Jambi City who has the potential to become victims of family disharmony (Broken Home) on their learning process. This research was conducted with a descriptive qualitative approach. Data collection was carried out using Google Forms as a media questionnaire. The data obtained is secondary data that comes directly from the research object. The population of SMAN 11 Jambi City is 837 students, but only four students can be used as research samples. This is because the researcher uses a purposive sampling technique, namely the technique of determining the research sample according to predetermined criteria to obtain results that follow this study's objectives. Based on the research that has been done, the results show that family disharmony impacts these students' learning process.

INTRODUCTION

The family is a social institution that has an important role in the development of children. A child's first relationship is with his family, especially with his parents, who later teach the child about socialization with the outside world. From the point of view of the parents, both of whom are workers, so they rarely spend time together which causes the eroding of harmony in the family, resulting in a divorce. Disharmonious or incomplete families are generally referred to as broken homes. According to (Willis, 2015), two aspects can be seen in broken home families, namely the incompleteness of a family because one parent dies or gets divorced and children whose parents are not divorced but often do not show affection or often fight (Novianto, *et al.*, 2012).

Rifts in a family that lead to divorce always have a deep impact on the child such as triggering stress, pressure, and even depression so that it can cause physical and psychological changes, and what is feared is the suicide of a child. Quesnel, *et al.*, 2002) use the term broken home to describe family conditions that are not harmonious and do not work like a harmonious family due to frequent conflicts, unstable conditions, and two-way communication in democratic conditions. None. The destruction of a family for a child who doesn't know what divorce is certainly doesn't cause anything significant, the

parents must cover up matters related to divorce by telling things that aren't true, but it's a different story for children or teenagers who are used to living side by side with their parents. In addition (Zain, 2015) also revealed that divorce in the family will have an impact on a child's self-concept. A damaged self-concept can cause losses to the surrounding environment. Seeing the research conducted by Calhoun and Acocella in (Rahmawati & Suharto, 2015) suggests that the mentality of each individual which consists of knowledge, expectations, and self-assessment is a picture of self-concept (Pratiwi, 2020).

However, the mental breakdown of the child is not only dominated by divorce but from an intact family can also result in the child's mental breakdown if there is a silent culture in the family, namely a condition of lack of communication within a family, a family without communication and warmth certainly makes frustration and annoyance in the child's soul. As for other conditions, namely the occurrence of a cold war in the family, this is worse than the silent culture in the family, not only a lack of communication but the occurrence of disputes and fights in the family which certainly makes the child uncomfortable and can destroy the child's mentality. Divorce, directly and indirectly, will have an impact on the child's psychology. The immediate impact felt was the loss of the figure of the parents, both father, and mother, whom they usually meet every day. Research shows that children or adolescents who face divorce from their parents usually experience short-term mental disorders, namely stress, depression, and anxiety. There are eight impacts for the child who is a victim of his parent's divorce, namely academic decline, tendency to be affected by bad things, low quality of life, experiencing harassment, obesity and eating disorders, psychological pressure, apathy in relationships (Puspa Ardini, *et al.*, 2019).

The main attraction for the author to discuss is the deviant behavior caused by teenagers, especially in the school environment, which results from a broken family environment. Because this also affects the child in learning which certainly has an impact on decreasing the child's achievement, the ups and downs of student achievement are not only influenced by the individual himself but other factors also influence this (Sulistiyanto, 2017). One of them is the family, the whole family for many years when it was destroyed it must have had a significant impact, which made the child choose to leave school, and this did not only happen in cities but also in rural areas. All humans must have problems, whether big or small problems, but there must be a solution for that, what we have to do is surrender ourselves to the almighty so that we can all go through all the problems we are experiencing (Aziz, 2015; Massa, *et al.*, 2020). From the description above, the researcher is interested in conducting a research entitled "family disharmony: Does it have an impact on the learning process?". Therefore, this writing is expected to be useful for science so that we can all know the impact that will arise on the learning achievement of students from broken-home families.

METHOD

Research conducted using a qualitative approach. This qualitative approach explains and analyzes individual personality, societal trends, social phenomena, attitudes, beliefs, and perceptions. Sugiyono (2005:6), according to, qualitative methods aim to understand

the phenomena experienced by the research object, which are related to behavior, perception, motivation, etc. Researchers use this approach because it is by the purpose of this study, is to find the impact of disharmony that occurs in students' lives on their learning process. As explained above, the qualitative approach is very suitable for researching social phenomena, while what the researcher is researching is also a social phenomenon related to the behavior of an individual. In addition, this approach is considered appropriate because the researcher goes directly to the research location to collect data. Another reason for using this method is that this method greatly assists researchers in exploring and obtaining more detailed or in-depth information about the phenomena that occur.

This research was conducted in September-December, where the location for research was SMAN 11 Jambi City. The total number of students in the school is 837 students, but the sample used is only 4 students, this is because this study uses a side purposive method. The samples taken are samples that have fulfilled the criteria. The advantages of the Purvosive Sampling technique according to Ika Lenaini (2021: 34), are as follows: a) The sample is selected according to the research objectives; b) Easy to implement; c) Selected samples are usually people who are easily found by researchers.

The purpose of the researcher to use of this technique is to get descriptive about the unique criteria of the object of observation and then analyze the results. The criteria used to determine the sample in this study were students of SMAN 11 Jambi City. The use of this purposive sampling technique is also by the provisions described by Etika (2016: 89), namely as follows: 1) members of the population that meet the criteria of the researcher are limited in number; 2) the researcher has a decent ability in determining the criteria for the research object so that the object chosen is following the objectives of the research. Data collection techniques in this study used questionnaires or questionnaires with Google Form media. The data used in this research is primary data. Primary data is data obtained directly from the source from the results of filling out the questionnaire that has been distributed and given beforehand. The data analysis method used in this study is the method of statistical analysis. Statistical data obtained from research results are then explained descriptively. This statistical analysis can also find useful information and can be used as a basis for making a conclusion or decision. The number of population in this study can be seen in table 1.

Table 1. Total Students

NO	Class	Total Students
1	Class 10	277
2	Class 11	278
3	Class 12	282

RESULT AND DISCUSSION

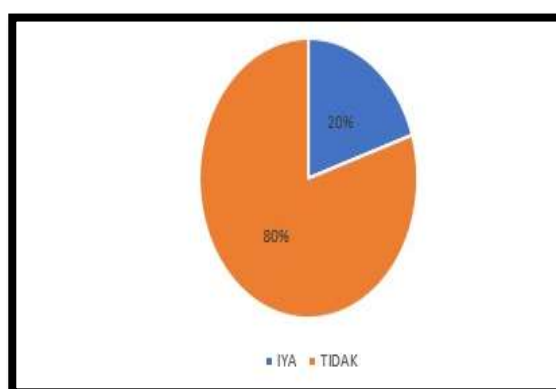
From the research that has been done, there are several facts or evidence that show a relationship between the family environment and the education of students or students. In the investigation that has been carried out, in fact it is still general and the data obtained is still very subjective because the main reference is that children who experience disharmony are not represented as a whole to be given the opportunity to express facts that are being experienced and also only limited data from one counseling teacher. However,

the data provided seems to be able to be covered with theoretical evidence so that researchers believe the data can provide an overall picture of the learning process in the school. Comparative data, of course, still have to be explored further and in depth, but the initial data that the researcher found, namely the comparison of children who experience disharmony with their parents and vice versa, can be seen in Figure 1.



Picture 1. Comparison of students in terms of parental disharmony

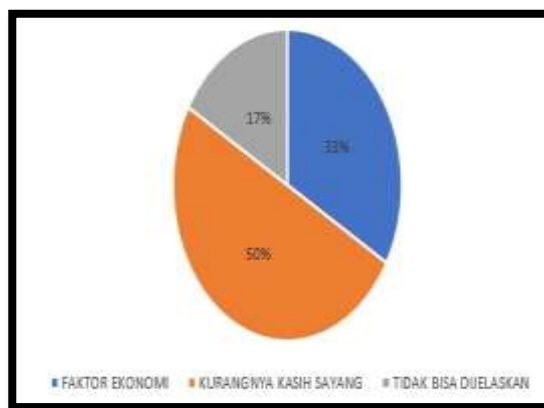
Based on the results of filling out the questionnaire conducted by correspondents, the following percentages were obtained for some of the questions. The data above is the percentage of the questions asking "have you experienced disharmony in the family?" The result is that there are about 31% of correspondents feel disharmony in their families and there are 69% of correspondents do not experience this. The researcher is interested in the disharmony experienced by the correspondent and tries to find its influence on his daily life, especially in his learning process. Picture 2. Analysis Is A Barrier Or Not In Learning.



Picture 2. Analysis Is A Barrier Or Not In Learning

Based on the diagram above which contains questions about natural correspondent constraints due to family disharmony towards the learning process. Then the percentage of answers obtained, there are 20% of correspondents who experience disharmony in their families experience obstacles to their learning process. Meanwhile, 80% of correspondents did not experience any problems. In this diagram, researchers are also interested in exploring and finding reasons for students why this is an obstacle and some even think that

this is not a problem in their teaching and learning activities. This is also quite interesting, here usually when family problems occur, most students will consider it a burden and interfere with the process of their learning activity. Figure 3, Factor Causing Disharmony. Picture 3.



Picture 3. Factor Causing Disharmony

This diagram presents the results of the correspondent's answers regarding the cause of the family disharmony. Broadly speaking, the cause of disharmony that occurs is due to a lack of parental affection. In addition, other causes are economic factors and domestic violence are also triggers for disharmony in the family. In the first diagram, it is found that 31% of students experience disharmony in their families. And the remaining 69% do not experience disharmony in their families. This is a concern for researchers whether this disharmony becomes an obstacle in learning or can actually face and run it well (Fisher et al., 2010; Parija, Subhash Chandra; Kate, 2018). From these data, it can be explained to the reader that there must be students who experience disharmony in their families and not all of them are happy, peaceful, and prosperous. Therefore, it is very important that we, as relatives or teachers, provide direction and motivation so that academic problems do not occur.

From the data of the second diagram, we get that 20% of those who experience disharmony in their families become an obstacle to their learning and teaching activities. In teaching and learning activities some students can answer questions from their teachers and can receive learning well. But of the many students who are happy in teaching and learning activities, some students are not focused and not enthusiastic about teaching and learning activities. They are often busy themselves. and does not pay attention to or take notes on the material that has been taught by the teacher. This student is one of the students affected by a broken home or disharmony in the family (Novianto et al., 2019).

As described in the diagram above, not all students who experience disharmony or broken homes experience academic problems, but some students who experience broken homes who get many achievements can participate in teaching and learning activities well and can understand the lessons their teacher has given. Various adverse effects occur on students who experience broken homes such as bullying their friends, often skipping school, being late to school, and rarely participating in learning and teaching activities in

class, students like this can be categorized as students who are affected by behavior problems (Ananda & Fadhilaturrahmi, 2018; Hasbiansyah, 2008)

In addition, students who experience broken homes are also often affected by psychological disorders, hate their parents, are very easily influenced by bad things from outside, think life is useless and futile, and it is not easy to get along with their peers (Yuliyani et al., 2017; Yunansah & Herlambang, 2017). Adolescents affected by broken homes often experience unhappiness and low self-control so they often experience mental stress such as depression, which causes the child to have a bad personality, and this is of course not good for the child when he is in a position to find his identity. , which should be at this time he explored his talents and all his advantages of himself, but he had to be faced with the problems of his parents.

Sometimes the worst thing we can see in the news media or social media is the case of a child's suicide due to the discord between their parents, which might have caused the child to be exposed to violence perpetrated by parents who vented their frustration. Students who are not affected by academic problems in our opinion can be said to be tough students. Sometimes they make the problems behind them a motivation to be able to excel. However, not a few children are affected by this, this is because a child who has experienced a broken home must experience changes in character such as feeling inferior, excessive anxiety, self-closing, easily emotional, unstable, and mental temperament. And children like this should be the main focus of counseling.

From the third diagram, it is found that there are several factors causing disharmony in the student's family. Among them are economic factors, and lack of affection, and some students do not want to tell the factors causing family disharmony, the possibility of problems experienced is so severe and private. But in general, disharmony in the family is caused by the lack of love from their parents due to economic factors earlier so there is a gap in the family. Lack of parental love is sometimes also caused by the incomplete family as there has been a divorce between the two. So that the student is no longer a priority for his parents. The role of parents is very important for children, especially their love is very much needed by the child. Parents who are always near their children will feel very cared for. Children must have their problems, and of course, they also want to tell stories and ask questions. solve problems with their parents. Due to the lack of attention from both parents earlier, the child will harbor the problem and in the end, it will have an impact on the child's mentality.

According to someone who has experienced a broken home in a study, said that when the harmony of their family has changed and is not as harmonious as it used to be, they feel hurt, confused, and disappointed. peaceful, and also gives him a sense of optimism (Wulandari & Fauziah, 2019). In addition, support from several parties also helps them to be more optimistic and confident. As they get older, they feel a lot of changes in themselves. They feel stronger and more resilient than before. They believe that everything that happens will have a lesson (Englander, 2016; Latha et al., 2014)From their stories, we can conclude that worship and support from people around them is the key to solving the problems of those who are experiencing disharmony in their families. And the presence of other people who provide support and affection for children who experience disharmony

can help the child to get out of difficult times and help the child to adapt to new environments and situations.

According to Muttqin, et al there are several causes of disharmony that occurs in a child such as divorced parents, lack of communication or silent culture in student families, and cold wars within the family (Muttqin & Sulisty, 2019). This is following the words of William J. Goode that disharmony has several criteria such as invalidity, cancellation, separation, tastelessness, absence of a partner due to unwanted things, and failure of an important role that causes a lack of affection in the family. Apart from the parents' love earlier, the diagram illustrates that several students experience broken homes due to unsupportive economic factors. Sometimes, these economic factors also become a gap between students from one.

The causes of disharmony include the first broken home occurring due to the incompleteness of both of a person's parents (already separated and divorced). This could be because the couple no longer feels affection for each other. Over time the love between the two will fade so that there is no more the couple's desire to maintain marriage ties and leading to separation (Ardilla & Cholid, 2021). The second is parents who cannot be mature. This is also the cause of a broken home where parents are selfish. So they cannot judge themselves which leads to fights (Ardilla & Cholid, 2021).

The third is the economic factor, the economic factor that occurs will have a cold war impact on the family, such as comparing the material of one's own family with others. So parents will sometimes fight and sometimes they are not spared from violence (domestic violence). Sometimes even parents take it out on their children. This makes the child's mentality very disturbed and as explained earlier, there are also cases of suicide and cases of selling oneself that occur in teenagers who experience broken homes.

Therefore one of the desired hopes is the ability of the school to provide motivation and encouragement to these students. Counseling for example. Make the school a very comfortable second home for them, where it could be in their own family home they might get violence or so on We as relatives would be nice to also encourage these students. Judging from their daily lives, people who are affected by a broken home and cannot cope and live it well can be seen from their behavior. Those who may often be alone and rarely take notes on what the teacher says to them. In psychology, people who experience disharmony in their families or broken homes will also experience a broken heart or a broken heart (Hasanah et al ., 2017).

Then people who experience a broken home will usually also experience a broken relationship, namely a lack of trust in someone and feel that no one can be a role model, feel that no one needs to be respected, and so on. This will make them and their thoughts become the future. ignorant of those around them so they can become rude, reckless, and selfish and don't want to listen to other people's advice (Hasanah et al., 2017). Usually, people who experience something like this can have the impact of bullying their peers. Furthermore, people who experience a broken home will also experience broken values, namely the loss of the value of life in a person so they will think that there are only two things in life, namely good and bad. The good they do and the bad they will leave (Hasanah, *et al.*, 2017).

There are several characteristics of students who experience broken homes, including first, they usually tend to be abnormal, like normal human habits.. The second can be seen from the roots and indicators of students' mental health problems. These include taking actions that often threaten a person's personal life. As we know later in the Jambi area, there are many groups of teenagers who commit acts of violence to murder on the main street without any reason, like to interfere with someone's life and rights, usually they also often stay alone and avoids friendship between peers, and often displays unfavorable negative attitudes in front of other people (Hasanah, *et al.*, 2017).

Lots of *broken home* impacts don't only concern teaching and learning activities. But the impact of a *broken home* will leave an imprint on a person's memory until they grow up. Sometimes these unwanted things will continue to chain in the future. Like people who have already fallen this impact when still small, they will do the same thing to their children in their old age. With the pretext that they used to be like that and must also feel the same way, namely the bitterness of life. Even though not all of them will do it. There are still many of them who will think that they will not do the same to their children and grandchildren later. Usually, they are the ones who used to be able to make peace with the circumstances they experienced.

The description above has answered our problem, namely that broken homes harm the learning process with the factors that have been explained previously. There are so many factors that affect the delay in the learning process which is caused by disharmony in the family or it can be called a broken home. Therefore, it is necessary once the school's role is to provide specific advice and input to students who experience this, especially for those who cannot accept and carry it out well and gracefully. Students who experience this have the right to organize their lives so that they are peaceful and happy (Sitohang, *et al.*, 2022). They also have the right to excel in this matter. It is Counseling Guidance that is most likely to be able to overcome this problem.

We need to know beforehand that Guidance and Counseling is a process of assisting clients that is run or carried out by a competent counselor to help a client get out of the problems they are experiencing (Adim, *et al.*, 2021). There is a good ways for Counseling Guidance teachers to give advice is the first to collect all data on the problems experienced by a student, the second to analyze the problems currently being experienced by students, the third to provide an understanding of what is a broken home and its derivatives, the fourth to provide services to students who are experiencing this and the Finally, provide the information needed by students who are experiencing the effects of disharmony in the family (Adim, *et al.*, 2021).

Therefore, the author has great hopes for Counseling Guidance so that they can solve the problems being faced by students who are affected by this. Make school the most comfortable home for them, where perhaps in their own home they often get emotional and mental stress. It is feared that those who experience mental stress can constantly do negative and reckless things like taking illegal drugs, and what they are afraid of when they want to end their own lives because they feel the life they are living is futile. Therefore, let's make the school the most comfortable home so that they can solve

problems and accept all destinies gracefully and as a result the hope is that they can excel like other friends.

CONCLUSION

Broken home is the occurrence of disharmony in the family. So the family becomes incomplete. In this case, the broken home is partly caused by a lack of communication within the family, economic factors, and so on. Therefore the family is a social institution that has an important role in child development. Students who are victims of broken homes are not afraid of attempting suicide, and other negative activities, even though children of their age should be in the process of developing in education and even far from education with negative and reckless things. The author's suggestion for future researchers is to go deeper into the object interviews to get more concrete answers about what they feel as children who are affected by disharmony in their families, where the data obtained is not optimal and able to describe it completely and comprehensively. Family harmony greatly impacts the quality of children's educational development, so that we can find the right answers and solutions for the affected children. so that they can receive lessons, socialize well, and be wise in socializing like other friends. The research we do still needs improvement because the research and writing we do is far from perfect. Such as the lack of quality of the questions we give to the sample so that the results obtained are not very valid. Therefore the researcher also hopes that future researchers will be more qualified in giving questions. So that the research results obtained can be much more concrete. Then the next suggestion is to find a solution to this problem. Such as interviewing related experts in terms of disharmony in the family which is detrimental to the quality of children's education. So that it can be a reference or one of the effective ways to be applied in every school in dealing with students who have experience in similar matters.

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