

The Influence of Lack of Parental Attention on Discipline of Broken Home and Non-Broken Home Students at MI Tarbiyatul Islamiyah Sokopuluhan

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Article Info	Abstract
Keywords: Broken Home, Non-broken Home, Parental Attention, Student Discipline	This study aims to examine the influence of parental negligence on the discipline of students from broken and non-broken homes at MI Tarbiyatul Islamiyah Sokopuluhan. Using a qualitative descriptive method through interviews with grade IV teachers, the study found that students from broken homes tend to have lower levels of discipline due to lack of supervision, guidance, and emotional support from parents. In contrast, students from non-broken homes who receive parental attention consistently demonstrate more disciplined behavior. These findings emphasize the importance of the role of parents in shaping student discipline and encouraging cooperation between schools and families to support student development.

INTRODUCTION

Character represents an individual's moral, mental, dispositional, and personality qualities, which are formed by innate factors and environmental influences that affect how a person thinks, behaves, and acts. A child's character does not emerge instantly; rather, it is shaped through a process that takes place over a certain period of time (Wibowo et al., 2024). Discipline is a fundamental aspect of student character building, playing a vital role in the success of the learning process. One of the elements influencing students' level of discipline is the extent to which parents provide attention. This attention encompasses supervision, guidance, and emotional support in learning activities as well as daily life. If parental attention is lacking, it can adversely affect student behavior, including a decline in disciplinary attitudes within the school environment (Putri, 2022). The family constitutes the primary educational environment for children, particularly through the role of both parents. Education provided within the family holds an essential role in determining a child's future. If the education given within the family is suboptimal, it can lead to negative impacts, such as a decline in children's learning interest and academic achievement. Therefore, children highly require the active role of parents, which is demonstrated through attention, affection, responsibility, and the provision of appreciation (Amelia et al., 2023).

Prior studies indicate that there is a positive relationship between parental attention and student discipline. For instance, a study conducted by Sari et al. (2022) revealed that parental attention exerts a significant influence on students' learning discipline at MIS Nurul Arafah, contributing 10.1% to the level of discipline. Similarly, research carried out by Azizah et al. (2022) demonstrated a positive correlation between parental attention and students' learning discipline at MI Muhammadiyah Mergomulyo (Yunita Sari et al., 2022). Psychological aspects within the learning environment, such as stress management, motivation enhancement, and emotional well-being, play a part in creating conducive conditions for learning. These factors contribute to the level of student engagement, which ultimately impacts their learning outcomes. The presence of order and discipline within the learning environment serves as a strong foundation for the educational process. Students require a sense of security, an organized atmosphere, and a clear understanding of the expectations and responsibilities they must fulfill (Amrulloh et al., 2024).

However, a gap still remains in research that specifically compares the influence of a lack of parental attention on the discipline of students from broken-home and non-broken-home families, particularly within the Madrasah Ibtidaiyah (MI) environment. Therefore, this study aims to analyze the influence of a lack of parental attention on the discipline of broken-home and non-broken-home students at MI Tarbiyatul Islamiyah Sokopuluhan. The results of this study are expected to contribute to efforts to enhance student discipline through parental involvement and appropriate educational strategies.

METHODS

This study employs a descriptive qualitative approach with a case study method, aimed at exploring in depth the understanding of the impact of a lack of parental attention on the discipline of students from broken-home and non-broken-home families at MI Tarbiyatul Islamiyah Sokopuluhan. A case study research is a data collection method where the researcher gathers and analyzes information deeply to comprehend a specific event or phenomenon. In the context of this study, the case under review is the emergence of particular problems (Trianingsih et al., 2019). The case study approach was selected because it is deemed effective in comprehensively understanding the social and psychological dynamics occurring within a specific context, as suggested by Creswell (2018). A qualitative approach through a case study is considered appropriate for this research due to its capability to explore the research subjects deeply using various instruments, maintain the integrity of the subjects' context in a natural setting, and preserve consistency toward the focus and objectives of the research.

The subject in this study is the fourth-grade teacher at MI Tarbiyatul Islamiyah Sokopuluhan, who was selected purposively with the consideration that the teacher possesses extensive experience in fostering students and is deemed to have a profound understanding regarding learners' character issues. The data collection technique was conducted through a semi-structured interview, aimed at extracting information regarding the characteristics of students who lack attention from their families, the types of character issues that emerge, the subsequent impacts on academic achievement and social interactions, as well as the measures taken by the teacher and the school administration in providing guidance. The interview data were recorded, transcribed, and subsequently analyzed using a thematic approach. In this process, the researcher identified the main themes emerging from the data, organized them systematically, and correlated them with relevant theories and literature reviews. To ensure data validity, the researcher performed triangulation by comparing the interview findings with supporting documents and the results of literature studies.

RESULT AND DISCUSSION

Based on the interview results with Mrs. Nor Rofi'atul Hasanah, the fourth-grade teacher at MI Tarbiyatul Islamiyah Sokopuluhan, it was understood that student discipline is influenced by parental involvement and roles. A lack of family attention exerts a significant influence on student discipline. The teacher observed that students from broken-home families display signs reflecting issues in their character and emotional aspects. Children from this family background tend to exhibit unstable behaviors, such as difficulties in controlling emotions, a lack of responsibility, and a low capacity to cooperate and obey rules. This indicates that the absence of a complete parental role can adversely affect the personality development and emotional balance of students within the school environment.

This study reveals that student discipline at MI Tarbiyatul Islamiyah Sokopuluhan constitutes an important part of character building and students' daily routines. Discipline is defined as the students' ability to manage time and perform school activities orderly, such as arriving on time to participate in religious activities before learning begins, including the Dhuha prayer and tahfidz (Quranic memorization). This not only habituates students to be orderly from the morning but also instills religious values that support the formation of a disciplined character. The implementation of the Kurikulum Merdeka (Independent Curriculum), which emphasizes character education, further reinforces this practice. The focus on Akhlakul Karimah (noble character) values serves as the primary foundation in fostering student behavior within the madrasah environment. This is reflected in the students' daily activities that emphasize politeness, Islamic etiquette, and compliance with applicable regulations.

However, in its implementation, several forms of disciplinary infractions are still found, such as the inconsistent completeness of school uniform attributes. Factors influencing this condition include the family environment, peer influence, and exposure to social media. Parental attention and involvement have proven to be the dominant factors. Students who receive support and supervision from their parents tend to be more orderly and responsible. Meanwhile, negative influences from peers or unsupervised social media can disrupt students' behavioral patterns. The school has endeavored to address this issue through various strategies, such as parenting activities to align visions between the school and parents, as well as habituation programs like morning tahfidz. In the tahfidz program, students are required to regularly deposit their memorization and continue memorizing during holidays through murojaah (review) sheets completed at home with parental support. The school also establishes clear rules and regulations, which are posted in the classrooms and read daily as a reminder for students.

Positive changes in student discipline have become visible over time. Students are able to participate in activities such as assemblies, khitobah (speech practice), and religious activities orderly. This demonstrates that consistently executed habituation programs have successfully shaped disciplined behavior that is embedded in the students' daily lives. However, in practice, the formation of student character and discipline cannot be separated from the challenges arising from each student's family background, particularly for those from broken homes. In a case study in the fourth grade of MI Tarbiyatul Islamiyah Sokopuluhan, a male student was found living with his grandparents because his parents had divorced. This condition provides a concrete illustration of the complexity of emotional problems experienced by students from incomplete family backgrounds.

Despite demonstrating fairly good academic abilities actively asking questions, being able to follow lessons well, and showing neatness in bringing school equipment this student experiences emotional instability. He is easily provoked emotionally, tends to show aggressive behavior when angry, and faces difficulties in managing anger. Such symptoms indicate unmet emotional needs, which are generally fulfilled through parental attention, affection, and guidance. The direct absence of parents, both physically and emotionally, leaves the child lacking guidance in

completing school assignments at home and in facing social pressures. Although living with his grandparents, who try to provide support, their limitations in understanding the psychological needs of school-aged children often present a distinct obstacle. This reinforces the finding that the role of parents lies not only in providing physical facilities but also in shaping the child's mental and emotional well-being.

The teacher noted a significant difference between broken-home students and students from intact families. Children from intact families are generally more emotionally stable, more cooperative, easier to direct, and possess better self-control capabilities. They tend to be able to follow classroom rules, complete assignments well, and establish healthy social interactions with their peers. Conversely, students from broken homes especially those who do not receive adequate attention and guidance tend to be more sensitive, easily offended, and exhibit difficult-to-manage behaviors. They frequently display excessive emotional responses to situations that should ideally be handled calmly. The teacher must exert more attention, use empathetic and personal approaches, and establish intensive communication with the guardians or families raising the children at home to minimize the negative impacts of such family conditions.

This condition elucidates the importance of collaboration between the school and the family in supporting student character development and discipline, particularly for those with less-than-ideal family backgrounds. The school cannot work alone in handling students with these special needs; instead, it requires the involvement of all parties to create a learning environment that is inclusive, supportive, and capable of addressing the psychosocial challenges faced by students. To overcome the psychosocial conditions experienced by students from broken homes, the teacher adopts a more personal, empathetic, and emotional-need-oriented approach. This approach includes providing individual attention both inside and outside the classroom, building warm and supportive relationships, and creating a safe space for students to express their feelings. The teacher acts not only as an educator but also as a figure capable of providing a sense of safety and comfort amidst the limited support from the nuclear family.

A concrete measure taken is establishing routine communication with the student's guardians who raise them even if they are not the biological parents, such as grandparents to ensure that the child's guidance process is not interrupted at home. This reflects the importance of continuity in education, where the family's role remains an irreplaceable primary foundation. The teacher also actively provides understanding to the guardians that their attention, care, and involvement highly determine the child's character development, particularly in terms of discipline and emotional control. The teacher hopes that despite a marital separation, parents will still demonstrate responsibility and care for the child's growth and development. The minimal involvement of parents in a child's life can cause imbalances in character development, specifically in aspects of discipline, responsibility, and emotional management. Therefore, open and collaborative communication between the school and the family becomes vital to minimize the negative impacts of an unideal family condition.

Overall, the findings in this study confirm that the formation of student discipline cannot be entirely burdened upon the school. Although the school has designed structured programs such as morning tahfidz, memorization journals, and written classroom regulations, their success heavily depends on the active involvement of parents or guardians in the child's life. Without stable emotional support and consistent attention from the family, the character education programs run by the school will not yield optimal results. Thus, synergy among the school, parents, and the social environment constitutes the primary key to building a strong and sustainable culture of discipline. Particularly for students experiencing crises within their family structure, the presence of a supportive environment both at school and at home can serve as an essential buffer in maintaining emotional stability and character development. Therefore, collaborative and humanistic approaches are highly necessary when confronting the complexities of student problems, especially those stemming from broken homes.

CONCLUSION

This study confirms that student discipline at MI Tarbiyatul Islamiyah Sokopuluhan is the result of a structured habituation process at school coupled with the active involvement of the family environment. Discipline pertains not only to compliance with regulations but also reflects character building through routine activities such as the Dhuha prayer and tahfidz (Quranic memorization), which are integrated with religious values in the implementation of the Kurikulum Merdeka (Independent Curriculum). However, this study also reveals that family background, particularly a broken-home condition, presents a distinct challenge in shaping student discipline and character. Students from incomplete families tend to experience emotional instability and difficulties in behavioral control, even though they may demonstrate good academic potential. The direct absence of parental roles leads to a lack of emotional guidance and character reinforcement at home. To address this issue, teachers assume a greater role through an empathetic approach, intensive communication with students' guardians, and the creation of a supportive learning environment. The teacher also becomes a vital figure in fostering a sense of security and emotional stability for students, especially those who do not receive optimal support at home. Consequently, the successful formation of student discipline and character heavily depends on a close synergy among the school, parents, and the social environment. Without strong collaboration, particularly in handling students from broken-home families, character education programs will not function optimally. Therefore, a collaborative, consistent, and deeply empathetic approach serves as the primary key to creating a sustainable and comprehensive culture of discipline.

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