

Research Article

Analysis of Character Education on Broken Home Students at State Elementary School 5 Dampit

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ABSTRACT

This qualitative study, employing a case study design, aims to describe the implementation of character education values at SD Negeri 5 Dampit, particularly in supporting students from broken home families. Data were collected through in-depth interviews, participant observation, and documentation. The data analysis was conducted through individual case analysis and cross-case analysis to ensure comprehensive findings. The results reveal that character values, such as discipline, responsibility, empathy, and religiousness—are instilled contextually through daily school activities and integrated into the learning process both inside and outside the classroom. The holistic approach applied by teachers and school staff proves effective in fostering personal resilience and positive behavior among broken home students. As a result, the school serves as an alternative nurturing environment that significantly supports the character development of these students.

Keywords: Character education; Broken home students; Case study; Elementary school; Character development

1. INTRODUCTION

The phenomenon of *broken homes* has increased in recent years in Indonesia and the world. This is caused by various factors such as divorce, separation, or death of one of the parents (Dagun, 2002, p. 14). Children who come from broken homes often experience various psychological, social, and emotional problems that can hinder their character development. Conflict between parents can also hurt children, where they can experience inconsistent parenting, reduced affection and warmth, and reduced supervision, all of which have been found to predict juvenile delinquency later in life (Farrington, 1992; Rebellon, 2002). Traditionally, a common theme in many criminological theories is the critical role of the family in socializing children (Hirschi, 1995; Farrington, 2010). In 2010, Indonesia continued to improve and enhance the quality of education, one of which was character education. This was because the education process in Indonesia had not been able to build Indonesian people with character as a whole.

According to Wiyani (2020), character is the quality or mental or moral strength, morals, or manners of an individual, which is a special personality, a driving force, and a distinguishing factor from other individuals. Meanwhile, according to Wahidin (2017), character is a person's nature, morals, or personality, which is formed from internalizing various virtues *that* are believed and used as a basis for perspective, thinking, behaving, and acting. Virtue consists of several values, morals, and norms, such as honesty, courage to act, trustworthiness, and respect for others.

Character Education, currently implemented by the government, is in the form of Strengthening Character Education. According to Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education (PPK), article 3 states that PPK is implemented by implementing Pancasila values in character education. Pancasila values include religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, respect for achievement, communication, love of peace, love of reading, care for the environment, care for society, and responsibility.

Character education cannot be formed instantly, so character education must be integrated into the educational learning process and be based on a deep understanding of the development of students (Lickona, 2012). The main factor of Character Education is the family. The family is one of the leading supporting roles in the growth and development of children. Every child wants their child to grow up with a complete family with a father and mother in the development process. Family is one's primary source of education. According to Muzakkir in the journal *Harmonization of Tri Pusat Pendidikan dalam Pengembangan Pendidikan Islam* (2017). Ki Hajar Dewantara divided educational institutions into

three, which he called the three centers of education: family, school, and society. This means these three institutions are the center of educational activities, and each institution provides a different area and nature of education. However, the family is the first and foremost educational institution or environment for someone. Education in the family plays a vital role in developing a person's character and personality.

Thomas Lickona (1991) states that character education has caused various problems in the community. The terminology of character education began to be introduced in the 1900s, which was carried by Thomas Lickona (1991) in his book entitled *The Return of Character Education*, followed by a book entitled *Educating for Character: How Our School Can Teach Respect and Responsibility*. According to Thomas Lickona (1991), character education has three main elements: knowing, loving, and doing good. Character education is a deliberate effort to help someone understand, pay attention to, and carry out core ethical values (Lickona, 1991, as quoted in Fitria, 2017).

Research conducted by Lestari and Yuni (2016) entitled *Character Education of Teenagers from Broken Home Families* explains that every teenager has different values and attitudes due to environmental factors, parenting patterns, conditions, and circumstances. Thus, broken home families are not the only reason a teenager has a bad character. Every parent from a broken home family has the same goal: to make teenagers successful, educated, and have a promising future so they do not experience failure like their parents. Not all teenagers from broken homes will become broken home teenagers. This is caused by several factors: the environment, peers, parenting patterns, and character education from each parent.

Based on the above phenomenon, it is important to understand the impact of *broken home family problems* on student learning achievement. Although not all children from *broken home families* have bad behavior, a decrease in learning achievement often occurs. Various problems in the family, such as parental indifference to children and economic problems, can reduce student motivation and learning achievement. Therefore, a harmonious and supportive family is crucial for student learning success. This study aims to explore character education more deeply as a *broken home student* at SD Negeri 5 Dampit, Malang Regency, so the results of this study can contribute to efforts to improve the quality of student character education.

2. RESEARCH METHOD

This study uses a qualitative approach with a case study type of research. A qualitative approach allows researchers to understand complex phenomena in-depth (Sugiyono, 2017), such as the impact of *broken home family problems* on students' character education. Case studies were chosen because they allow for in-depth analysis of the specific case studied, namely student character education due to *broken home* conditions at SD Negeri 5 Dampit, Malang Regency. With this approach, the study will focus on exploring the details of the specific situation and context of the case, making it possible to understand the factors involved and the impacts they cause in more depth, namely student character education as a result of *broken home conditions* at SD Negeri 5 Dampit, Malang Regency. With this approach, the study will focus on an in-depth analysis of the cases faced by students and their families, making it possible to explore the impacts and factors related to the phenomenon in detail. According to Hepper, PP, Kivlighan, DM, & Wampold (2008), "*The case study approach can provide some information as well, but most often it lacks experimental control, which confounds even tentative conclusions*". Case studies can provide information needed when researchers have little control over an event with a context with the real life of individuals, groups, communities, or organizations. There are several reasons for researchers to use this approach; first, this study aims to obtain an initial picture of the problem of broken homes. Second, to reveal the factors that cause broken homes. Third, the impact of the problem of *broken homes* experienced by students must be found. In this study, the case studies used are directed at handling cases. Handling a case, the steps that need to be taken in general are (1) case identification, (2) analysis and diagnosis, (3) prognosis, (4) provision of *treatment*, and (5) *follow-up* (Supriyo, 2008).

3. RESULTS AND DISCUSSION

3.1 Overview of Character Education

Based on the research results found in the field, the character conditions of students at SD N 5 Dampit are not completely good; this is due to the different background conditions of students, which give rise to different traits and characters. In addition to the role of family and environment in developing students' character, the school environment also has an important role in creating character in students. Of the 100% total number of students at SD N 5 Dampit, around 85% of students already have good character education as seen from polite behavior and awareness to follow the rules that have

been set at school, for example arriving on time every day, wearing a complete uniform every day, and obeying the rules of each teacher. The character conditions of students at SD N 5 Dampit that researchers found in the field showed that they had shown traits that were guided by the rules set by the school, as seen from the religious nature of students when entering the dhuhur prayer. They performed the dhuhur prayer in congregation, accompanied by the teachers. In addition to being religious, it also instills nationalism by participating in routine daily activities, singing the Indonesian national anthem, and mandatory songs before starting learning. The spirit of cooperation shown by students of SD N 5 Dampit in terms of cleanliness of the school environment can be seen from the picket activities carried out after school and the clean Saturday activities carried out by cooperation starting from class 1 to class 6 to clean the school environment.

3.2 Implementation of Character Education

The implementation of character education in SD Negeri 5 Dampit has been very successful, as seen from the habituation activities at the school. Some of the habituation activities carried out at SD Negeri 5 Dampit to form character education are through religious activities such as congregational dhuhur prayers, which are carried out every day after learning is finished, reading the Asmaul Husana, which is carried out every day before starting learning, istigosah, which is carried out every Friday, Friday infaq, and several other religious activities. From several of these religious activities, it is believed that they can shape the character of students to be better. This is in line with Bernawi (2016:41). Attitudes and behaviors that are obedient in carrying out the teachings of the religion they believe in, tolerant of the implementation of other religious worship, and living in harmony with adherents of other religions can shape human character. Other activities carried out to form character education are through self-discipline activities, based on the results of observations that rules have been formed that must be obeyed, and if violated, they are punished. This can shape the character education of students into more disciplined individuals. Some of the character education implemented can shape the character education of students at Dampit 5 Public Elementary School, especially students from *broken homes*.

3.3 Overview of Character Education for Broken Home Students

As we know, most children from broken homes in Indonesia have poor character education. Sometimes, they are naughty to their friends and even their teachers, and like to steal or seek attention from others incorrectly. However, not with the three students, they have excellent character education built from the family. Character education from broken homes does not necessarily make children lose character. This is based on research developed by Windari (2017) entitled "Self-Concept of Students Who Come from Broken Home Families." In this study, the researcher used a qualitative method in the form of a case study. Based on the results of the study, it is known that the subject has a negative self-concept that is attached to him, this can be seen through the way he speaks, behavior at school, and the subject's attitude in expressing his emotions, such as skipping school, lack of students in achieving, challenging to manage, and becoming an angry child and even becoming a person who is not open to others. This is also supported by factors from within and outside the subject that cause children to have a negative self-concept.

3.4 Factors Causing Broken Home Problems

Based on the results of research and analysis of the factors that cause broken homes in students at SD Negeri 5 Dampit are divorce factors, 20% of students at the elementary school come from broken families caused by economic factors and infidelity, resulting in a lack of affection for the child which causes the child's psychology to be less stable. This analysis is in line with the findings of research by Fauzi (2020), which shows that factors such as lack of commitment in marriage and infidelity can be the primary triggers for *broken homes* in a family. Furthermore, the results of research by Lestari (2021) also highlight the importance of effective communication and the continuation of healthy relationships between couples in preventing household problems that lead to *broken homes*.

4. CONCLUSION

This case study research provides a comprehensive picture of character education for *broken home students* at SD Negeri 5 Dampit. The initial picture of character education at SD Negeri 5 Dampit has been well formed, as seen from the habits carried out through religious activities and self-discipline. From these activities, character education can be formed in students, especially those from broken home families. Some factors that cause broken homes in students are divorce, economic factors, and infidelity. However, students from broken home families at the elementary school already have good character education because it has been formed from the family and school environments.

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