

The Influence of *Broken Home* on Social Behavior Deviant Students at SMP N 2 Payakumbuh

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Abstract

This research is motivated by several problems that the author found in grade VIII of SMP N 2 Payakumbuh. The interesting thing that the author sees is related to the deviant social behavior of students who are influenced by broken *home families*. A *broken home* is a family condition where the parents of a child are divorced or only one parent takes care of the child. Children who come from *broken home* families tend to have poor social interaction. This research is included in quantitative research with a regression approach. The research was conducted at SMP N 2 Payakumbuh Jl. Prof. Dr. Hamka No.22, Kaniang Bukik, North Payakumbuh District, Payakumbuh City, West Sumatra. The population in this study is all grade VIII students. The sampling technique is using *total sampling*. The instrument in this study uses a questionnaire. The results of the hypothesis test that $F_{\text{calculated}}$ as 9,682 while the F table was 4.06 meaning $9,682 > 4.06$ that H_0 was rejected and H_a was accepted, meaning that there was an Influence of Broken *Home* Families on Social Behavior at SMP N 2 Payakumbuh. The influence of broken *home education* on the social behavior of students at SMP N 2 Payakumbuh is 14% then the rest is influenced by other factors.

Abstrak

Penelitian ini dilatarbelakangi oleh beberapa masalah yang penulis temukan di kelas VIII SMP N 2 Payakumbuh. Hal menarik yang dilihat penulis berhubungan dengan perilaku sosial menyimpang siswa yang di pengaruhi oleh keluarga *broken home*. *Broken home* adalah suatu kondisi keluarga yang dimana orang tua seorang anak bercerai atau hanya satu orang tua saja yang mengasuh anak. Anak yang berasal dari keluarga *broken home* cenderung memiliki interaksi sosial yang kurang baik. Penelitian ini termasuk kedalam penelitian kuantitatif dengan pendekatan regresi. Penelitian dilakukan di SMP N 2 Payakumbuh Jl. Prof. Dr. Hamka No.22, Kaniang Bukik, Kec Payakumbuh Utara, Kota Payakumbuh, Sumatera Barat. Populasi pada penelitian ini adalah seluruh siswa kelas VIII. teknik pengambilan sampelnya dengan menggunakan *total sampling*. Instrumen dalam penelitian ini menbggunakan angket. Hasil uji hipotesis bahwa F_{hitung} sebesar 9.682 sedangkan F_{tabel} sebesar 4,06 artinya $9.682 > 4,06$ bahwa H_0 ditolak dan H_a diterima, artinya terdapat Pengaruh Keluarga *Broken Home* terhadap Perilaku Sosial di SMP N 2 Payakumbuh. Besarnya pengaruh keluarga *broken home* terhadap perilaku sosial siswa di SMP N 2 Payakumbuh sebesar 14% kemudian sisanya dipengaruhi factor lain.

INTRODUCTION

The family is the first place where humans learn and know the real world. The family also provides a safe and comfortable place for humans to grow and develop in order to be able to adapt and live in society, with each family member having to take care of each other. In accordance with the command of Allah SWT in the Qur'an surah At-Tharim verse 6, families should take care of each other, love each other, and help each other, especially in kindness. Government Regulation Number 87 of 2014, article 1 paragraph 7, states that "A good and quality family is formed by a marriage that is legitimate, prosperous, healthy, advanced, independent, has an ideal number of children".

Poor family relationships, especially between parents and children, affect the child's development and behavior. On the contrary, good family relationships will have a positive impact. On the other hand, if the household collapses, the family separates, or there is a gap in the household that does not meet the expectations of many people, then a peaceful, harmonious, and happy household can no longer occur. The destroyed house can be seen from two perspectives. One of them is a family that is divided or incomplete because one of the family members dies or his parents are divorced. The second is a family that is not divorced but the structure is no longer intact because parents are often not at home or do not show an affectionate relationship (Yeni Afrida, 2023).

Parents basically affect the development of children's souls, including children's development at school. Children will suffer from divorce, separation, conflict, and quarrels in the family because a good family will help the child's growth, both at home, school, and in society. Likewise with students at school, students who do not receive affection from their families will have an impact on their development both at home and at school.

Most children who come from families that have experienced house damage have deviant social behavior. According to Rusli Ibrahim (2001), the term "social behavior" is used to describe general behavior shown by individuals in society. These behaviors mainly focus on what their peer group considers acceptable or unacceptable. The types of negative social behaviors experienced by children are very diverse and can be caused by unstable families or internal urges to do so, such as violating environmental norms or rules. Parents may not think about and pay attention to the consequences of their child's actions because the situation of division experienced by a broken home family will have a negative impact on the child's development, social behavior, and mental health. In reality, teenagers who are victims of house damage have unpleasant behavior in the community.

Certain behaviors are exhibited by humans as social beings, including personal interactions with their physical and social environments. Events that occur in social interactions affect each other. Events cause social behavior (Bimo Walgito, 2011). Social behavior is a natural behavior that occurs spontaneously when participating in interactive activities. However, Skinner, the father of behaviorism, argues that social behavior is behavior that can be observed and affect the environment (Santrock, John W., 2002). Based on the results of observations made by the author on September 5 to 7, 2023 at SMP N 2 Payakumbuh, the author found that students contacted by guidance and counseling teachers had problems that were background to their family environment, which then caused them to develop into students who had problems. In addition, the author found that students seemed unenthusiastic about learning, not enthusiastic about the material being studied, and often daydreaming with empty eyes. The author conducted an interview with the guidance and counseling coordinator to find out more about the issue. The coordinator said that students at SMP N 2 often experience problems such as violating school rules, bullying, being dishonest, often daydreaming in class, difficulty getting along with friends, and decreased enthusiasm for learning. In addition, the author interviewed a Guidance and Counseling teacher who teaches in grade 8 and said that in SMP N 2 Payakumbuh many students are victims of the Broken Home family, so they do not get full attention from their families, which causes students to behave and behave badly at school.

The author also conducted interviews with 3 students at SMP N 2 Payakumbuh, namely NT, SF, DV where the information obtained was: interviews conducted with NT obtained the following results "seen from a psychological point of view, NT often daydreams and is quiet in class, from a social point of view NT does not get along with his friends in class, is often alone and avoids socializing with his theme in terms of learning NT lacks focus in learning at school. After being asked further, it turned out that NT was having problems in the family, NT was often treated unfairly in his family, even NT often received physical violence from his parents, this is what made NT not enthusiastic about school". The next interview was conducted with SF with the following results: "Seen when studying, SF looks less enthusiastic in learning, and psychologically SF seems to look very expressive and stand out from his other friends.

SF told the researcher that he did it to cover up the problems he was facing in his family, SF's parents had separated, SF told the researcher that he wanted to be like his friends who had a complete family, so far SF seemed to look very cheerful and so expressive, even he looked more cheerful than his friends, It turned out that after the interview, SF did this because he wanted to cover up his

sadness". The next interview was conducted with DV students with the following results: "Seen from a social point of view, DV is not very familiar with its friends, and in terms of learning, DV is less enthusiastic in learning in class, even DV scores are many below average.

DV said that he felt he had a whole family but felt like a broken home family, he conveyed this because he felt that his family was not as warm as other families, DV's parents established long-distance relationships, DV's father rarely came home because he was busy working, and even did not provide support to DV's mother, DV and DV's younger brother, this made DV feel that his family was no longer intact" The tie results of the interview can be said that there is several students at SMP N 2 Payakumbuh who were victims of broken home families. This has a great impact on students' social behavior. If students' social behavior is disrupted, they will find it difficult to control themselves, causing them to fight with friends, lose motivation to study, or even scratch their own hands.

METHODS

This study uses quantitative research, which is a method that aims to test hypotheses by collecting and analyzing statistical data systematically. According to Suharmi Arikunto (2017) This type of research is an associative quantitative research. According to Sugiyono, associative research is research that aims to find out the relationship between two or more variables, looking for roles, influences, and causal relationships, namely between independent variables and dependent variables.

A population is a general area made up of objects or subjects with a certain number and characteristics that the researcher determines to be studied before drawing conclusions. Therefore, the population consists of people as well as other objects and objects (Sugiyono, 2016). Therefore, all grade VIII students are included in the population of this study. This study uses the *total sampling method*, which is a determination technique where the number of samples is the same as the population (Sugiyono, 2016).

Normality and linearity tests are used to test the data. A simple linear regression statistical test uses regression coefficients to determine how significant the relationship between two variables is. The independent variable affects the dependent variable through the Levene (F) test. The results of the F test determined that the value of Sig. (2-tailed) was less than 0.05, then H_0 was rejected and H_a was accepted, which shows that *broken home* affects the results of students' deviant social behavior at SMP N 2 Payakumbuh.

RESULT AND DISCUSSION

RESULT

The results of this study consist of two variables, namely broken *home* family (X) and social behavior (Y). Based on the data processing that has been carried out, the results of this study are as follows:

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
X	46	90	40	130	3963	86.15	20.354	414.265
And	46	87	80	167	5864	127.48	17.211	296.211
Valid N (listwise)	46							

(Data Source: SPSS Application)

Based on the table above, it can be seen that the empirical data score of the *broken home* family variable is in the *range* of 90, in the *minimum* score of 40, in the *maximum* score of 130, in the *sum* of 3963, in the *mean* of 86.15, in the *standard deviation* of 20,354, in the *variance* 414,265. and the score of empirical data for social behavior variables in the *range* section 125, in the *minimum*

section 74, in the *maximum* section 199, in the *sum* section 7056, in the *mean* section 153.39, in the *standard deviation* section 26,922, and in the *variance* section 724,777.

A. Data Analysis Test

1. Simple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Mr.
	B	Std. Error	Beta		
1 (Constant)	96.539	10.211		9.455	.000
BH	.359	.115	.425	3.112	.003

(Data Source: SPSS Application)

Based on the table on constant (a) is 96.539 while *broken home* (b) is 0.359 so that the regression equation is:

$$Y = a + bx$$

$$Y = 96,539 + 0,359$$

These numbers are interpreted as follows:

- An interpretation of 96.539 means that if the family *is broken home* 0 or ordinary, then social behavior is 96.539.
- The interpretation of the regression variable *of broken home* families is 0.359, meaning that if *broken home* families increase by 0.359

After the regression test was carried out, a hypothesis test was carried out using the F test with the help of the SPSS application to see whether or not there was a significant influence between *broken home families* and students' deviant social behavior.

2. Test F

The F statistical test basically shows how far the influence of independent variables simultaneously in explaining dependent variables. This simultaneous test was carried out by comparing the α (alpha) value with the p-value value. If the p-value is $< \alpha$ (0.05), then H_0 is rejected. So it can be said that there is a simultaneous influence between independent variables and dependent variables, and vice versa. If the p-value is $> \alpha$ (0.05), then H_0 is accepted, which means that there is no influence between independent variables on dependent variables simultaneously. The following are the results of the F statistical test, which can be seen in the table below:

Table 6

ANOVA

Model		Sum of Squares	df	Mean Square	F	Mr.
1	Regression	2404.169	1	2404.169	9.68	.003
	Residual	10925.309	44	248.302	2	b
	Total	13329.478	45			

(Data Source: SPSS Application)

Based on the table above, it is known that the sig value is 0.003. While the F table is at a confidence level of 95% (0.05) which can be seen with the formula:

$$df1 = k - 1$$

$$df2 = n - k$$

Information:

n = many respondents

k = number of variables

The test was carried out with a confidence level of 95% (0.05), namely $df1 = 2-1$ and $df2 = 46-2 = 44$, then the value of the f table was 4.06, based on the results of the research and calculations carried out using SPSS *version* 22 showed that $F_{calculated}$ 9.682 while F_{table} was 4.06 meaning $9.682 > 4.06$. Based on the calculation of the above criteria, it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is an Influence of *Broken Home* Families on Student Social Behavior at SMP N 2 Payakumbuh.

DISCUSSION

According to the results, the empirical data score of the *broken home* family variable is in the range of 90, in the minimum score of 40, in the maximum score of 130, in the sum of 3963, in the mean of 86.15, in the standard deviation of 20.354, in the variance of 414.265. and the score of empirical data of social behavior variables in the range 87, at the minimum 80, at the maximum 167, at the sum 5864, at the mean 127.48 at the standard deviation of 17,211, and at the variance 296,211.

Based on the results of the simple regression test, the regression result was obtained with a positive value (+) $Y = 96.539 + 0.359$. The meaning of this number is that if there is no *broken home*, the social behavior consta value is 96.539 and for every 1% increase in *broken home*, the learning outcome will increase by 0.359.

The results of the hypothesis test that $F_{calculated}$ as 9,682 while the F table of 4.06 means $9,682 > 4.06$ that H_0 was rejected and H_a was accepted, meaning that there was an Influence of *Broken Home* Families on Social Behavior at SMP N 2 Payakumbuh. The magnitude of the influence of *broken home* on the social behavior of students at SMP N 2 Payakumbuh is 30% then the rest is influenced by other factors. Based on the calculation of the above criteria, it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is an Influence of *Broken Home* Families on Student Social Behavior at SMP N 2 Payakumbuh.

Thus, Schaie and Willis' theory can be concluded: "The foundation of education and the formation of children's behavior actually also begins with the family." The negative impact on the development of social behavior of broken home students will be greater and stronger due to emotional instability, lack of role models, and lack of parenting. Written by Schaie, K. W. and Willis, S. L. in 2010. In his book entitled Family Counseling, Sofyan S. Willis states that a destroyed house can be seen in two ways: (1) the family is divided because one of the family members dies or divorces, and (2) the parents are not divorced, but the family structure is no longer intact because the father or mother is no longer at home or shows no more affectionate relationships. According to Hurlock, the family environment is one of the factors that affect social behavior. The internal (family) and external (school,

peers) environment are the most significant factors that affect children's social behavior. Children's social mindsets and behaviors are shaped by their interactions with their immediate environment. Thus, damaged families at home affect students' social behavior. The author must provide a discussion of the findings of the previously published research in the Discussion section. In this section, they must be able to explain how the findings of current research relate to previous theories and knowledge. They should also provide a statement about the current position of the study compared to the findings of previous research, whether they support, reject, doubt, or justify the findings of previous research.

CONCLUSION

Based on the results of the research that has been carried out, the researcher can conclude that the results of the analysis on each indicator of the two variables, namely the influence of *broken home families* on the deviant social behavior of students at SMP N 2 Payakumbuh are as follows. Based on the results of the simple regression test, the regression result was obtained with a positive value (+) $Y = 96.539 + 0.359$. The meaning of this number is that if there is no *broken home*, the social behavior constant value is 96.539 and for every 1% increase in *broken home*, the learning outcome will increase by 0.359.

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