

Date Received : December 2024
Date Revised : February 2025
Date Accepted : February 2025
Date Published : February 2025

COPING MECHANISMS OF STUDENTS FROM BROKEN HOMES IN ISLAMIC RELIGIOUS EDUCATION

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Keywords:

Broken Home Family Problems, Student Coping Mechanisms, Islamic Religious Education, Teacher Intervention, Psychological Impacts of Divorce, Family Communication Issues, Emotional Resilience in Students

ABSTRACTS

Background: This research is motivated by the growing concern over the psychological challenges faced by students from broken home families and the role of education in mitigating these challenges. **Purpose:** This study explores the role of Islamic Religious Education (IRE) teachers in helping students from broken home families develop coping mechanisms. It investigates the problems and psychological impacts faced by these students and the methods used by IRE teachers to support them. **Method:** This qualitative case study involves five IRE teachers and five students with broken home backgrounds from Al Fattah Junior High School in Tangerang Regency. Data were collected through observations, interviews, and documentation. **Result:** The study finds that broken home situations, including parental divorce, economic difficulties, communication breakdowns, and neglect, lead to negative impacts on students' behavior and well-being. However, IRE teachers help students cope by fostering positive thinking, self-control, patience, and a sense of resilience through prayer, dhikr, and sincerity. **Conclusion:** The findings highlight the significant influence of IRE teachers in guiding these students toward emotional regulation, optimism, and a positive outlook on life, thereby improving their academic engagement and personal development.

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A. INTRODUCTION

A family is a social unit that consists of a husband, wife, and their minor and adult children. The family is the smallest social unit as the primary foundation for children's growth and development, and is the first and main place for children to get education. (Ahmadi, 2000) (Kartono, 2011). In the family, parents have a very important role in creating a harmonious family and providing good education in order to realise the development of children into noble and useful individuals for themselves, family, society, religion and nation. But in reality, there are parents who cannot play an optimal role, this will certainly have an impact on the development of the child's personality and behaviour. Therefore, it is necessary to fulfil all the needs of children affectionately, emotionally, and financially (Fatmawati, 2010).

Family situations that cannot fulfil their functions and roles properly have a negative impact on children's psychological and mental development. There are many reasons for this, including divorce or disharmony between parents. This kind of broken home family condition often makes children unprepared to face it, so as a result they experience psychological and mental stress because they no longer get attention, love, protection and security from their parents. Ironically, this also has a negative influence on the quality of learning and behaviour of children at school (Fatmawati, 2010) (Febrianti, 2022).

There are several studies on the negative impact of broken homes. Zahroh (2005), in his research suggests that adolescents who are raised by single parents -either by the father or mother alone- are vulnerable to psychological conflicts such as blaming themselves, feeling unloved, feeling lost, mental disorders such as having a sense of fear, anxiety, sadness and confusion, behavioural disorders such as lying, acting violently, lacking self-confidence, fighting with friends, being less sensitive to the environment, lacking ambition, having low intellect, and educational disorders such as being lazy to go to school, lazy to learn, not paying attention to the teacher's explanation and being passive in various school activities.

Research conducted by Yasyakur (2015) also shows that disharmonious family life or divorced parents have the potential to have a negative impact, especially on children's learning achievement at school. They tend to have no enthusiasm for learning, often skip classes, and lack concentration when learning. Furthermore, it also has a negative effect on children's social patterns, both at school and in the community, where they like to be emotional, temperamental, like to seek excessive attention, and others.

However, there are several studies that reveal that not all children with broken home family backgrounds behave negatively. Research conducted by Dewi and Herdiyanto (2018) suggests that broken home families due to divorce still have a positive impact on children. This can happen if a child still gets an abundance of love and sufficient parental attention even though both of them are divorced. With the love and attention from parents, the child will be able to understand and respond positively to the divorce of both parents.

Research conducted by Savitri and Degeng (2016) also stated that there is a positive impact of broken home family cases on children, where they are able to behave well and achieve, make a child more mature, wiser in acting, independent, hate lies,

more patient and can deal with the pressure they face. This can happen if the child is mentally prepared from the beginning and given an understanding or understanding of why his parents divorced. Parents also give assurance to the child that both parents will continue to provide an abundance of love, attention, and fulfil their needs even though one of the parents no longer lives with the child.

The differences in children's attitudes in broken home families above are inseparable from the coping they have. Coping is problem solving done by a person by controlling behaviour, with the aim of freeing oneself from various problems that are being experienced (Purna, 2020). Coping can also be interpreted as an effort made by someone to reduce stress by diverting problems, seeking support from both family and closest friends (Hanifah, 2020). Thus, coping is an action taken by someone in dealing with the pressure or problems they experience by doing positive things with the aim of gaining peace in themselves.

The formation of coping is a psychological approach taken by a person using certain methods. Individuals who have good coping skills are also able to adapt and survive in difficult situations. This is because coping is one of the sources that is very instrumental in the process of forming these abilities, so that ultimately the individual is able to struggle and survive in undergoing life's difficulties (Kumpfer, 1999). Conversely, individuals who do not have or have not formed good coping in themselves will not be able to survive and struggle in living their lives (Tohirin, 2007).

Based on observations made by researchers at Al Fattah Junior High School, Tigaraksa, Tangerang Regency, it is known that the broken home family situation experienced by students is due to separated families due to parental divorce and parents who are not divorced but both do not provide attention and affection to children. Based on these two circumstances, at Al Fattah Junior High School, Islamic Religious Education teachers feel they have a great responsibility, in addition to teaching religious knowledge, they are also obliged to shape the personality and character of students by forming coping in all students, especially students who experience broken home families. However, the formation of coping carried out by Islamic Religious Education teachers does not necessarily take over the duties of the Counselling Guidance teacher.

This explanation needs to be conveyed by the researcher to avoid misunderstanding and clarity of the operational concept in question. Therefore, the informants in this research are students with broken home family backgrounds and Islamic Religious Education teachers who teach at Al Fattah Junior High School. It is hoped that the participation of Islamic Religious Education teachers in trying to overcome the negative behaviour of students with broken home family backgrounds can run well and can achieve the desired goal of achieving optimal personality development in the students being guided.

B. METHOD

The research method used by researchers is descriptive qualitative research with a case study approach. Primary data sources were obtained from five Islamic Religious Education teachers and five students with broken home family backgrounds at Al Fattah Junior High School, Tigaraksa, Tangerang Regency. Secondary data sources were obtained from interviews with counselling guidance teachers, homeroom teachers of informant students, and also obtained from books, journal articles, documents, and others. Data collection techniques were conducted through observation, interviews, and documentation. Observation is done by directly observing the formation of coping carried out by Islamic Religious Education teachers. Interviews were conducted with two informants, namely the perpetrator informants and observer informants. The perpetrator informants in this study were Islamic Religious Education teachers and students with broken home family backgrounds. Observer informants are homeroom teachers and counselling teachers. While documentation is used as a complement to the data collected in the form of photographs, writings, transcripts, and oral histories needed for this research in addition to observations and interviews.

The data that has been collected is then processed and analysed simultaneously by the researcher. At the time of data analysis, researchers can return to the field again to find additional data deemed necessary and process it again. The data technique in this study was carried out by reducing data, presenting data, and verification followed by drawing conclusions based on the research results in the form of exposure or narrative.

C. RESULT AND DISCUSSION

Researchers conducted observations and interviews with Islamic Religious Education teachers, homeroom teachers who are also counselling teachers, and several students to reveal the problems experienced by students with broken home backgrounds and the impact experienced by them psychologically and mentally. Based on this, then the efforts to form coping carried out by Islamic Religious Education teachers at Al Fattah Junior High School are presented.

Broken Home Family Problems and Their Impact on Students at Al Fattah Junior High School

Etymologically, broken home is defined as a fractured family (Echols dan Shadily, 2000). Broken is defined as destruction, while home means house. Broken home means the destruction that exists in the household caused by husband and wife who experience differences of opinion (Prasetyo, 2009). Ahmadi (2000) also defines a broken home family as a family in which one parent is absent due to death or divorce or both.

Based on the above, a family can be categorised as a broken home if it meets the criteria, namely the death of one or both parents, parents separated or divorced, the relationship between parents and children is not good, the relationship between husband and wife is not harmonious, the family atmosphere is without warmth, communication between family members is not well established, economic inequality, and one or both parents have personality disorders or mental disorders (Paat, 2023) (Yusuf, 2014).

From the results of observations and interviews conducted by researchers, the conditions of broken home families experienced by students at Al Fattah Junior High School are as follows:

1. Parents' busy lives

The busyness that occurs is often caused by parents trying to meet the financial or economic needs of the family alone, but forgetting about their other obligations and responsibilities, such as providing attention, love, protection, and a sense of security for their children and family members. All of these needs should ideally always be provided by parents to children in any situation and condition and unlimited time.

The busyness of work often makes parents -namely fathers and mothers- spend time without interacting with children. Parents go to work early in the morning when their children have not yet woken up and return home late at night when the children are asleep. As a result, parents do not have time to get together and ask how their children are doing. Many parents do not even return home, and the children's care and education are left to their carers or grandparents, so that the children feel that they do not receive attention and affection from their parents.

The above family situation is experienced by a seventh grade student with the initials AF, as stated by his homeroom teacher, Tita K. Intani (Oktober 2024), to the researcher, as follows:

Since the age of three student AF has lacked the attention and affection of his mother and father. Student AF has never been invited to play by his parents, even those who take student AF to kindergarten are not his father or mother, but his grandmother and aunt. Student AF often cried because he wanted his mother or father to take him to school like his friends, but this wish was never realised, because his mother and father were busy working and rarely at home..

Based on the case of student AF above, it is known that parents' busyness will be harmful to the development of children's personalities. So it is necessary for parents to spend time for children, because it can provide positive benefits to the development of children's personality and behaviour, such as being able to strengthen family ties so as to create beautiful memories for a child of his family. Another benefit is to foster self-confidence in children, can develop children's skills in dealing with life problems, make children able to face and solve a problem positively and creatively, and children will have confidence in their abilities. (Lazarus dan Folkman, 1984).

2. Lack of communication

There are several things that can cause a lack of communication between parents and children, namely: *Firstly*, parents are often unwilling to listen to their children's opinions or stories; *Secondly*, children feel that their privacy or independence is being invaded by their parents. Children who have grown up tend to need respect from others -especially parents- about their independence and

privacy. So when parents still like to interfere in children's personal matters, it makes children feel disturbed or disrespected; *Third*, parents often talk to children in an emotional state, so that children feel afraid and reluctant to interact with parents.

The existence of communication disorders in the family will have an impact on children's behaviour at school, as happened to a grade IX student with the initials BA. In an interview with the researcher, student BA (Oktober 2024) said that he felt jealous and unhappy seeing his friends who liked to talk to their father and mother. According to student BA, his father and mother are always busy with their own affairs and do not have time for him. If BA student wants to tell a story, his mother always says later, she is working. Likewise, his father often asked or spoke emotionally to him. Then, there is something that student BA does not like, namely that his mother likes to arrange the schedule of activities arbitrarily without giving student BA the opportunity to express his own opinion. The treatment of his parents often makes student BA feel sad, depressed, and confused not knowing who to tell.

In addition to student BA who experienced communication problems with his parents, student AF (grade VII) also experienced the same thing. Student AF has felt a communication disorder with his parents for a long time. Student AF feels that his parents can only communicate with their work and colleagues, so he feels like another person with his parents. Student AF is very depressed with this condition and more often tells all the problems he experiences to his grandmother (Intani, Oktober 2024).

From the two cases above, it can be understood that smooth communication in a family will greatly help family harmony, so that existing problems will be easily resolved and domestic violence can be avoided. Good communication between parents and children can strengthen the emotional bond between children and parents. It can also build independence, maturity, trust and avoid conflict between parents and children (Tanjung et al. 2022).

3. Parents' self-centred attitude

Selfish attitude is the attitude of being self-righteous about their opinions and actions, so they do not want to recognise the truth of others. Parents' selfish attitudes towards children can take the form of the absence of parental attention to children, children must follow what parents want, demands or requests to children without giving an award in the form of words or actions, fulfilling all children's wishes without teaching them to be grateful, allowing children to do whatever they want and failing to teach children about empathy for others. The selfish attitude of parents can be one of the causes of broken home families.

The selfish attitude of parents in the family can affect the condition of children physically and psychologically, as experienced by class IX students with the initials SHU who often see his parents fighting, even student SHU also often

see his father harsh treatment to his mother before the two divorced. As explained by the homeroom teacher of class IX, Ayu Rosdianti (Oktober 2024), that:

Student SHU often behaves negatively in his daily life both at home and at school. This was due to his family circumstances which made him ill-tempered, such as being grumpy, hurting himself by banging his head against the wall or floor, not being sociable, fantasising about being a dictator, and always getting low grades in his class.

Student SHU's attitude and behaviour like this is the result of his father's selfish attitude, which considers that he is always right in his attitudes and words and always considers other people wrong and must be abused. The following is student SHU's confession when interviewed by the researcher:

I often see my dad hitting my mum, he is very authoritarian. I think a father can do whatever he wants, only he is right, other people are always wrong according to him. I like to be sad when I see my mum being hit, but I can't do anything about it. I am disappointed with my father, but I really want to be like him, for me he is a ruler who has the right to do whatever he wants.

Parents are role models for children where children will follow what parents say and do. Without parents realising it, what they do will be embedded in children's hearts, minds and feelings. As dreamed by student SHU who wants to be a dictator like his father in the future.

4. Low economic level

Unstable family economic conditions will affect the family, because it will cause new problems. Husbands or wives can vent their anger on their partners or children. This kind of family situation is experienced by a student in class VIII, with the initials SW. Initially, student SW was a good person, obedient, and active in her school before her parents separated. The family condition of student SW was also previously a harmonious, get along well, and peaceful family. This is as revealed by the homeroom teacher of class VIII, Eka Erfiyana (Oktober 2024), as follows:

When student SW was in third grade elementary school, her father still provided for the family, but when student SW was in fifth grade her father left her and her mother. Since then her father has never returned and has never provided for the family, so there is no longer anyone to provide for the family.

Furthermore, Eka Erfiyana explained that the above circumstances eventually led her mother and father to divorce. Student SW's mother decided to file for divorce at the local Religious Court. Since then, student SW and her mother have lived together, independent of her father. The divorce of her parents caused economic problems where her mother had to work as a gymnastics instructor and often received bad words from her neighbours. Student SW also received bad treatment from her neighbours which makes her depressed and embarrassed, and rarely left the house.

The factor of economic difficulty is also felt by a student with the initials AF. To the researcher, student AF (Oktober 2024) said as follows:

I find it difficult to ask for all my material needs such as pocket money, money for school fees, money for books, and money for school activities. I was always passed over by my mum and dad in terms of material fulfilment, affection and attention. This made me less enthusiastic about learning, embarrassed, inferior, and envious of my friends who had parents who could provide affection and attention to their children.

In addition to the above, student AF has a feeling that his presence in this world is not expected by his parents. This is felt by student AF because he feels neglected by his parents, rarely meets and interacts with his father and mother. Student AF feels that he does not get attention and affection from his mother and father like his friends who often talk and meet with their parents.

From the two problems experienced by students initials SW and AF above, it is clear that economic factors greatly affect family harmony. Although money or wealth is not everything, without money and an adequate economy, attention, affection, fulfilment of physical, psychological, physical and spiritual needs will not be properly fulfilled.

5. Third party interference in the household or infidelity

Infidelity is a person who intentionally or unintentionally causes a crisis of trust both in terms of economics and personal relationships in the household. A crisis of trust for a husband or wife often arises due to jealousy with the presence of a third party.

The existence of infidelity in the family is also felt by one of the students in class VIII, NR. NR's parents had a disharmonious relationship because of his mother's affair with another man. Because of his mother's attitude, NR's father divorced NR's mother. The divorce of NR's parents caused problems for him. He felt bored at home, preferred to be outside and spend time with his friends. Student NR (Oktober, 2024) reveal:

I prefer to be outside meeting and being with friends. I am lazy at home. I feel that my friends respect and listen to me more than my mum. I prefer my father because he pays more attention to me than my mother. Although my father is busy working to earn a living, he pays more attention to me, so I prefer to live with my father after my mother and father divorced.

Student NR lives with his father, but they do not always see each other because his father has to work and always comes home at midnight. The divorce of his parents meant that student NR no longer received attention from his parents, especially his mother who had given birth to him, because his mother no longer lived with him. Student NR often experiences social jealousy towards his friends who have harmonious parents. The broken home family situation makes

student NR often cry, his interest and enthusiasm for learning decreases, and he have no friends to talk, play, and study with at home.

6. Parental abuse

Parental mistreatment of children is one type of child abuse. Violence against children is often referred to as child abuse, which is the treatment or acts of violence in the form of physical, psychological, social, emotional, sexual and neglect of children that can cause harm or harm to children's health and development.

This kind of treatment was experienced by student AF (Oktober, 2024), who said that:

My father was always angry, and I often didn't even know what made him angry when he was at home. Mum and I were often the outlet for his anger. Mum and dad were busy working, so I rarely talked to them, we were busy with our own business. Mum and dad leave for work before I wake up and return home after I go to bed, even mum and dad rarely come home because they are out of town, so I prefer to stay with my grandmother.

This situation had an impact on student AF, who was still in elementary school at the time. Student AF likes to wonder within himself, why his father and mother are always busy and why his father also likes to be rude to him or his mother. Such family circumstances make him confused and depressed. Student AF prefers to live with his maternal grandmother.

Based on the description of the broken home family problems experienced by Al Fattah students above, it can be further explained that each of these problems has a negative impact on students. Parents' busyness results in a lack of communication between husband and wife or between parents and children. Busyness will cause new problems in the family, such as lack of communication, distrust, infidelity and so on. Parents' busyness is one of the problems experienced by five Al Fattah Junior High School students with the initials AF, SW, NR, BA and SHU, resulting in the five students feeling unnoticed, not getting attention and affection from their parents, not enthusiastic about learning, passive in school activities, rarely attending school, disturbing friends, taking friends' property, fighting, behaving and speaking harshly and other negative impacts..

The existence of communication disorders in the family will have an impact on children, and will certainly have an impact on children's behaviour at school, such as student BA. Communication breakdown between father and mother in the family also resulted in student BA's father having a relationship with another woman. Student BA feels sad, disappointed and depressed because he has to have this silent family. Family unity does not guarantee the happiness of a family. This family situation has a negative impact on student BA by decreasing his enthusiasm for learning and behaving badly, such as bullying his classmates (Rosdianti, Oktober 2024).

The impact of the communication breakdown between student AF and his parents was that he often skipped school. Therefore, student AF was given a summons from the school for his parents. However, he was confused about whom to give the letter to because he was sure that his parents would not come to fulfil the summons. Student AF could not possibly give the summons to his grandmother because she could not afford to go to school. Finally, student AF could only suppress his own feelings, which in turn had an impact on him no longer enthusiastic about learning, lazy to participate in school activities, often absent from school, making his friends cry, using his friend's writing utensils without permission, often asking for his friend's money, embarrassed and jealous of his friends who received abundant love and attention from their parents.

The result of parents' selfishness will have an impact on children, such as children's emotional needs will not be met. Parents who do not empathise with children's emotional needs will create jealousy in the parents themselves. Parents will become jealous of the steps or decisions taken by the child. Selfish parents will make children's admiration for parents disappear, because children feel his emotional needs are not met by parents. Children feel that his self-esteem and self-confidence are low. Selfish parents tend not to appreciate everything the child says, does and thinks, so the child feels that his parents do not believe in him (Anastacia and Setiawan, 2024).

In addition, the child will feel forced to do and complete something that is hard for him. This attitude will lead the child to focus on himself where he will try to fulfil all the wishes of his parents even though it is difficult to do, just to make his parents happy. Finally, at some point when the child fails to fulfil the wishes or demands of his parents then he will blame himself, feel himself worthless, and even the child will imitate the selfish attitude of the parents.

Abusive treatment of parents often has a negative impact on the development of children's personalities, such as children will have abusive behaviour because they imitate the abusive treatment of their parents, it is difficult to interact socially, tend to close themselves off from relationships, and feel lonely, lack confidence, difficulty controlling emotions, difficulty sleeping, disturbed concentration, intelligence levels will decrease, and children's mental health will be disrupted (Samsul, 2019). Children who see violence in the family will affect the negative atmosphere and insecurity when they are at home. Domestic violence will also result in the suffering of children physically, psychologically, and sexually (Lestari, 2014).

Tabel: Problems and Impacts of Broken Home Families for Students

NO	PROBLEMS	IMPACTS
1	Parents' Busyness	<ul style="list-style-type: none"> a. The child does not receive attention and affection. b. Children are not eager to learn c. The child is lazy to participate in school activities. d. The child is often absent from school. e. The child is shy and jealous of their friends. f. The child feels that his/her presence is not expected in this world. g. Divorce
2	Communication Disorder	<ul style="list-style-type: none"> a. Children are not eager to learn and are lazy to participate in school activities. b. The child becomes quiet c. Children prefer to talk to outsiders. d. The child often cries. e. The child feels unnoticed. f. The child feels unloved by the parents. g. Divorce.
3	Parents' Selfish Attitudes	<ul style="list-style-type: none"> a. The child doesn't like being at home b. The child feels unappreciated c. Children feel unloved by their parents d. The child has social jealousy towards their peers. e. The child often cries. f. Children mimic their parents' selfish behaviour. g. Children are ashamed of their parents' selfish behaviour. h. The relationship between children and parents becomes tenuous.
4	Low Economic Level	<ul style="list-style-type: none"> a. Children do not get attention from parents b. The child is not enthusiastic about participating in class c. The child is reluctant to participate in school activities d. The child likes to borrow friends' items or equipment without permission e. Children are ashamed of their parents' situation f. The child gets teased by people around him/ her g. Divorce
5	Third Party Interference or Infidelity	<ul style="list-style-type: none"> a. The child is upset, disappointed and resentful of the cheating parent.

		<ul style="list-style-type: none"> b. Children are reluctant to communicate with their cheating parents. c. The child often skips school. d. The child is ashamed of his friends because he is worried that his cheating parents will be found out by his friends. e. Children do not get attention and affection from their parents who have an affair. f. Children find it difficult to fulfil their physical needs. g. Divorce
6	Parental Mistreatment	<ul style="list-style-type: none"> a. Children are upset, disappointed and resentful towards their parents. b. Children are lazy to communicate with their parents. c. The child often acts rudely towards their friends. d. The child feels frightened. e. The child feels unwanted on this earth. f. The child becomes quiet. g. The child is lazy at home and prefers to be outside. h. Child self-harms. i. The child feels unnoticed and unappreciated. j. Aspiring to be a dictator k. Children will have violent behaviour because they imitate their parents. l. It is difficult for the child to interact socially. m. The child will tend to close themselves off from social relationships because they feel comfortable with their solitude. n. The child will find it difficult to sleep o. The child lacks confidence. p. The child is emotionally disturbed. q. The child's concentration will be impaired. r. The child's intelligence will decline. s. The child's mental health will suffer. t. Divorce.

Formation of Student Coping by Islamic Religious Education Teachers at Al Fattah Junior High School

One of the efforts made by Islamic Religious Education teachers at Al Fattah Junior High School to overcome the impact of the problems of students with broken home family backgrounds is through the formation of coping in these students. Of the five students at Al Fattah Junior High School who have a broken home family

background, there are four students who have experienced divorce from their parents, namely students with the initials BA, SHU, SW and NR. While one student with the initials AF still has an intact family or does not separate between his parents, but the family function is not obtained as it should be. The problems faced by these students affect their mental and psychological development. Therefore, the teacher as an educator in a formal environment is obliged to shape the morals of students, especially students who experience broken home family problems.

Five Islamic Religious Education teachers at Al Fattah Junior High School and counseling teachers work together to help students with broken home family backgrounds to have good coping skills, especially in dealing with their family problems. The formation of coping carried out by Islamic Religious Education teachers at Al Fattah Junior High School is expected to be an effective way to help students to control and reduce all threats that can cause pressure on students. The formation of coping itself is focused on the formation of students' emotional coping (Enden, Oktober 2024).

Some of the ways that Islamic Religious Education teachers at Al Fattah Junior High School have done in shaping coping in students with broken home family backgrounds are:

1. Instil positive and optimistic thoughts in students

Positive thinking means looking at things from the good side or judging something based on the good that it contains. The opposite of positive thinking is negative thinking, which is looking at things from the bad side or giving a bad judgement to something that happens. Having negative thoughts will make a person's soul hit by anxiety, restlessness, stress, life feels empty, and a sense of unhappiness. This is because negative thinking will lead a person to always be suspicious of others and hate something that actually also has goodness (Rusydi, 2012) (Shihab, 2010).

In order for students who experience broken home families to have emotional and mental resilience and be able to survive the problems faced, Islamic Religious Education teachers at Al Fattah Junior High School instil positive thoughts into students. Islamic Religious Education teachers provide an understanding that the situation of a broken home family does not need to be regretted and mourned. It is better for students to think positively that everything they experience has become the will of Allah SWT. Be sure that the will of Allah Swt must be good for His servants. The student must believe that it is Allah's way to train him to become a mentally strong person, brave enough to face the challenges of life, and Allah wants to guide him to become a humble, wise, and superior character. That way, in the future he will achieve success and success in life, and become a strong and noble person (Enden, Oktober 2024).

The above advice and understanding was conveyed by the Islamic Religious Education teacher, Enden Novi K., to student NR, as she revealed to the researcher as follows:

Mrs Enden is a very good teacher to me. Mrs Enden often advises me to have confidence and be optimistic and think positively about myself and others,

because if I think positively then I will be able to play a good role as a pious child. I must be sure that I can overcome the problems of a broken home family. Family problems are tests and trials that I must face and are a test from God, if I can overcome them then I will advance.

2. Instil self-control and patience

With regard to self-control and patience, the Islamic Religious Education Teacher, Hanny, told students from broken home families that whatever bad words neighbours or friends at school say about the student's family situation are not always true. Students know better about themselves and their families, so don't make other people's bad judgements a benchmark for judging yourself. Be strong in your heart to strive to become a quality human being. Do all positive things such as diligently studying, always doing good to others, diligently worshipping, and avoiding promiscuity, then in the future students will get good results in the form of success and success (Hanny, Oktober 2024).

The formation of coping through self-control and patience above was conveyed by Hanny to student BA. Regarding this, student BA said:

Mrs Hanny as an Islamic Religious Education teacher who teaches Aqidah Akhlak always motivates me to be able to control myself by increasing dhikr, prayer, and also diverting my mind to do other more useful activities such as continuing to memorise the Qur'an that I have. This is done so that I am not shackled by the problems that occur in my family. If I am lazy to study and reluctant to do useful activities for myself then in the end I myself will regret it because success will be far from me. That's what Ibu Hanny always told me.

Planting coping to students from broken home families to be patient does not mean making them weak and resigned to accepting their life circumstances. The attitude of patience in question is that when experiencing problems in the family, students should respond to it with a spacious heart, not indulging in anger and hatred, let alone wanting to get back at their parents or the people around them. That way, a patient attitude will protect the student from stress, fear, feeling disrespected by others, as well as prevent him from committing despicable acts.

Furthermore, in order for coping in students to be well formed, it is necessary to instil in their minds that surely Allah Swt only tests His servants according to their abilities. It is impossible for Allah Swt to give life trials that cannot be borne by His servants. If the servant patiently accepts the trials of life, Allah Swt will be with him in this life and give a good reward for the patience he has done (Shihab, 2012).

3. Offer prayers, supplications, and dhikr

One of the ways Islam teaches coping is through prayer, supplication and dhikr. Prayer is a medicine when experiencing suffering (see Surah al-Baqarah verse 153). A believer who prays solemnly will be spared from all affairs that can disturb

his soul so that his soul becomes calm and feels peace in his heart (Sundari and Efendi, 2021).

In the context of life's trials, prayer can be used as a way to ask Allah Swt for help in order to provide the best solution to the problems being faced (Shihab 2012). Thus, praying is an effort made to achieve peace of mind, prevent and heal the pressure in the soul caused by life's problems (Amin and Al-Fandi, 2007). This is because, in prayer there is a process of communication between the servant and Allah Swt where a person humbles himself before Allah Swt, surrenders to Him, and asks for support and strength to face/ solve life's difficulties (Nadjati 2005) (Az-Zuhaili, 2013).

Islam also explains that the diligence of believers in dhikr to Allah will bring peace of mind. Dhikr can be done by saying bertasbih, bertakbir, beristighfar, bertahlil, praying or reading the Qur'an (See Surah ar-Ra'd verse 28). When remembering Allah Swt, a person will feel close to Him and feel under His protection and care (See Surah al-Baqarah verse 152). This will foster a sense of confidence, security, peace, and happiness. With dhikr, a person can control himself so as to increase the peace of heart and soul, reduce worry and stress.

The formation of coping through prayer, prayer, and dhikr has been done to students BA, SW, NR. They followed what was directed by the Islamic Religious Education teachers, Hanny and Enden, to pray diligently and do a lot of dhikr. At Al Fattah Junior High School, the Islamic Religious Education teachers make routine congregational prayers in the school mushola which are attended by students and teachers. In addition, it also makes the activity of reading the Qur'an before the learning process begins (Enden, Oktober 2024). After following what is directed by the Islamic Religious Education teacher, it turns out that students with broken home family backgrounds feel the benefits, as admitted by one of them, namely NR students when interviewed by researchers:

After I followed Mrs Enden's instructions for me to pray diligently and do a lot of dhikr, my heart calmed down; I also had hope and confidence that I could overcome the problems I faced; I finally did not feel burdened by family problems because I considered everything that happened as trials and tests of life so that I could improve and become better.

4. Instil sincerity

Sincerity does not mean just giving up. Sincerity taught in Islam is to believe that all events come from Allah and there is wisdom behind every event. Sincerity will make a person accept all trials and difficulties gracefully and still try to do the best according to the conditions and situations that exist.

Accepting the reality of life with sincerity is not an easy thing, but requires several processes such as the ability to understand oneself, self-introspection, and the ability to release oneself from things that are beyond one's ability. In connection

with coping with cultivating this sense of sincerity, student AF (Oktober 2024) revealed:

Ustadz Fajar often advised me how to be sincere in accepting the trials or trials experienced, one of the ways is that I must realise that not all circumstances or situations can be as expected, learn from life experiences by taking lessons behind all events, accept all the shortcomings and advantages that are owned, be grateful for what is owned, realise that everything is only a deposit and is temporary, pray a lot, and do various positive activities as a form of positive diversion. Currently, I have been able to accept the situation of my parents or family.

Based on the description above, it can be seen that the materials of Islamic Religious Education subjects at Al Fattah Junior High School are not only taught in theory by teachers to students, but these materials are applied directly at school through activities or educational programmes of character building with religious values (Hanny, Oktober 2024).

Factors that influence the formation of coping in students with broken home family backgrounds are internal and external factors. Among the things that become internal factors are the existence of positive beliefs from within the student that he is able to overcome the difficult situations and conditions he faces, an attitude of openness to tell others, and the ability to be airy, patient, and tawakal in accepting all the pressures or difficulties of life. This is as expressed by students with broken home family backgrounds. Student AF, for example, admitted that he often told his Islamic Religious Education teacher, Ustadz Muchtar, at school.

Ustadz Muchtar always made time for me. He always asked about my situation and gave me direction so that I would not be prejudiced against my parents and must continue to respect and love my father and mother. He also instilled in me the belief that all problems must have a way out and must remain optimistic because behind difficulties there must be wisdom. He also asked me to keep up my enthusiasm for learning and to be diligent in going to school, because it was all for my own future.

This was also the case with students SW, NR, BA and SHU. Student NR even considers Mrs Enden as her biological mother who always has time for him. Student NR said:

Mrs Enden as a teacher is very kind to me. She often advised me that as a student I had a responsibility to behave well. I also have to believe that I can overcome the problems of my broken home family. All of this is a test, if I can overcome it then God will give me a high degree.

The same thing was also said by the Islamic Religious Education teacher, Ustadz Fajar, that student SHU were willing to openly share their family circumstances. Ustadz Fajar revealed:

I was very surprised to hear that a junior high school student wanted to be a dictator, so I began to make various approaches to find out what caused student SHU to have such aspirations. After getting the information, I began to approach

him so that he would open up to tell me what made him have such aspirations. In front of the studentt SHU, I told him about the stories of the Prophets and also the stories of the Prophet's companions whose lives were full of trials and tribulations. Despite the trials and tribulations of life, they remained patient and did not do anything that was forbidden by Allah SWT.

Meanwhile, student BA who never wanted to repeat the Qur'an memorisation and liked to disturb his classmates received special attention from the Islamic Religious Education teacher, Hanny, as said by Hanny to the researcher:

I organised various ways for student BA to trust and openly share his family situation. I then advised and guided the student BA to be patient, sincere, and surrender to the circumstances that befell him, namely by doing dhikr, praying, repeating the recitation of the Qur'an. By doing these positive activities, surely the difficulties faced by student BA will be given a way out by Allah SWT.

The external factors that also influence the formation of coping in students with broken home backgrounds are the support and attention provided by Islamic Religious Education teachers, Counselling Guidance teachers, and homeroom teachers (Hanny, 2024). With this support and attention, students from broken home families have coping in themselves so that they are able to overcome and deal with life problems experienced. These students have been able to manage and regulate their emotions, are excited to go to school again, study diligently, believe in their abilities, stop disturbing other students, and are optimistic about the future.

D. CONCLUSION

Broken home families have psychological and mental impacts that need to be addressed, especially by teachers at school. In general, these impacts stem from the problems faced by students, namely parents' busyness, communication breakdowns, parents' egocentric attitudes, low economic levels, third-party interference or infidelity and harsh parental treatment. The problems experienced by students have an impact on the emergence of inferiority, shame, envy, silence, bullying friends, lack of enthusiasm in learning, not participating in school activities, skipping school, hurting themselves, assuming their presence is not wanted by parents, preferring to tell stories and be outside the home, resentment, disappointment with parents, feeling that they do not get attention and affection, and divorce.

Through this research, it is known that there are students with broken home family backgrounds but they can still behave well because they have good coping. This ability cannot be separated from the role of Islamic Religious Education teachers in shaping coping in students through several strategies such as instilling positive thoughts and optimism in students, self-control and patience, praying, prayer and dhikr, and instilling sincerity. The efforts made by Islamic Religious Education teachers make students able to control emotions, have mental resilience, think positively, hope for a better life in the future, reduce stress levels, and maintain enthusiasm for learning at school.

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